

Secondary Social, Emotional and Behavioural Skills (SEBS) Pilot Evaluation

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National Foundation for Educational Research

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*Secondary Social, Emotional
and Behavioural Skills (SEBS)
Pilot Evaluation*

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National Foundation for Educational Research

The views expressed in this report are the authors' and do not necessarily reflect those of the Department for Education and Skills.

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Contents

Acknowledgements	i
Executive summary	iii
1 Introduction	1
1.1 Background	1
1.2 Aims and objectives	5
1.3 Methodology	6
2. Characteristics of schools	9
2.1 School background information	9
2.2 School background and ethos	10
2.3 Issues and challenges	10
2.4 Recent changes	11
2.5 Successes	12
2.6 Pupils' experiences	13
3. Elements of the pilot	15
3.1 B&A Consultants	15
3.2 Pilot materials	18
3.3 Network meetings	24
3.4 Action Planning	26
3.5 Funding	27
3.6 Key considerations	29
4 Managing the pilot	30
4.1 Local authority understanding of the SEBS pilot	30
4.2 Strategies, systems and structures	32
4.3 Personnel involved in managing the pilot	34
4.4 Pilot aims and objectives	35
4.5 Local and national priorities and initiatives	37
4.6 Key considerations	39
5. Implementing the pilot	41
5.1 Introducing the pilot	41
5.2 Approaches to delivery	47
5.3 Training and support	54
5.4 Monitoring and evaluation	58
5.5 Examples from case-study schools	61
5.6 Key considerations	64
6. Impact and outcomes	67
6.1 Current impact and outcomes	67
6.2 Future impact and outcomes	73
6.3 Key considerations	74

7.	Future developments in schools	76
7.1	Key factors in ensuring an effective roll-out	76
7.2	Plans for the future development of the SEBS programme in schools	77
7.3	Overview	79
8.	Summary and recommendations	81
8.1	Summary	81
8.2	Recommendations	82
	References	85
Appendix 1	Methodology	87
Appendix 2	Secondary SEBS pilot materials	94
Appendix 3	Secondary SEAL materials	95
Appendix 4	School questionnaires	96

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Executive summary

Introduction

In 2005, the National Foundation for Educational Research (NFER) was commissioned by the Department for Children, Schools and Families (DCSF)¹ to evaluate the secondary Social, Emotional and Behavioural skills (SEBS) pilot. The aim of the pilot was to encourage secondary schools to take a whole-school approach to developing social, emotional and behavioural skills amongst staff and pupils and to integrate it in to their existing work. Six local authorities (LAs) were selected to take part in the pilot comprising just over 50 schools.

One of the main aims of the evaluation of the secondary pilot was to provide evidence as to how to develop the programme in the future. More specifically, it aimed to consider the effectiveness of the different modes of implementation (at local authority and school level), and to gather perceptions of the barriers and facilitators to effective implementation.

The evaluation of the SEBS pilot took place between October 2005 and May 2007 and was carried out in two phases. Both phases comprised of interviews within pilot local authorities, case-study visits to ten pilot schools and the administration of a school survey. The final report presents the finding from both phases, provides examples of good practice and outlines key recommendations for policy and practice when considering the future roll-out of the programme.

Key findings

- the SEBS pilot was well received by pilot schools and LAs and staff valued and were committed to the underlying principles of the pilot programme.
- a clear steer within the local authority regarding the SEBS pilot was important. This meant identifying the range of personnel that needed to be involved, outlining the purpose of their involvement and highlighting how the pilot fitted with and complemented existing local authority priorities and ways of working.

¹ On the 28th June 2007, the Department for Education and Skills became the Department for Children, Schools and Families.

- LAs found it useful to allocate time to provide feedback to colleagues in their own and in other services viewing this as an important component in keeping everyone briefed on the latest developments above the pilot and providing opportunities for collaborative work. In particular, it encouraged a multi-agency approach to the delivery of the pilot which was felt to be key to delivering a coherent message that would support whole-authority commitment to SEBS and a whole-school approach.
- The implementation of the SEBS programme appeared to be ‘*a dynamic process*’, with schools gradually developing and expanding the SEBS work they had undertaken. Most school staff viewed the SEBS programme as a long-term project that would develop and become more embedded in the school over time.
- Schools were positive about the support they had received during the pilot. The main sources of support for schools appeared to be the Behaviour and Attendance (B&A) consultants and the local network meetings for pilot schools. The local network meetings provided schools with the opportunity to meet other pilot schools and exchange ideas and good practice, while the B&A consultants provided schools with more targeted support in particular areas of the implementation of the SEBS pilot, either through visits, or remote contact.
- In considering how the programme could best ensure impact in the future, interviewees highlighted a number of factors they felt may be important. These included: maintaining a whole-school approach, changing cultures and attitudes, involving the right people, commissioning resources and linking with the bigger picture.

Methodology

The evaluation comprised of two phases carried out between October 2005 and May 2007 in the six pilot local authorities. Both phases consisted of:

- **Telephone interviews** with local authority staff in the six pilot local authorities, including B&A consultants and strategy managers. A total of 17 interviews were carried out with local authority staff during phase 1 and a further 14 telephone interviews were carried out during phase 2.
- **Case study visits** to ten schools in five of the six pilot local authorities comprising face-to-face interviews with school staff and pupils. Just over 150 interviews were carried out with school staff and pupils during phase 1 and a further 35 interviews with school staff during phase 2.
- **School questionnaire** administered to teachers and teaching assistants in the ten case study schools. A total of 234 questionnaires were completed during phase 1 and 85 questionnaires were completed during phase 2.

Other findings

The findings have been broadly divided into five core areas: managing the pilot; implementing the pilot; elements of the pilot; impact and outcomes; and future developments.

Elements of the pilot

Schools and local authorities were asked about the different pilot elements, including: the pilot materials, the Behaviour and Attendance consultants, local and national network meetings, funding and action plans. The findings from this section were:

- The B&A consultant role had developed from the B&A Strand of the Secondary National Strategy and Core Day 4 training. As a result the B&A consultant role had expanded to incorporate the additional responsibility of the SEBS pilot. This meant that the introduction of the SEBS pilot had not had a significant impact on the nature and remit of the B&A consultant role but had increased their workload.
- At the beginning of the pilot the role of the B&A consultant focused more on introducing the pilot and associated materials, supporting schools to understand what the pilot was about and providing support with action planning. As the pilot developed so the B&A consultant role adapted to suit the changing needs of the schools with more of an emphasis on monitoring and review.
- Each local authority arranged network meetings for their pilot schools. The purpose of the meetings was to provide regular opportunity for B&A consultants and schools to disseminate information, share practice, and discuss issues and challenges.
- Network meetings were viewed extremely positively by the B&A consultants and schools who attended them, not only because they facilitated regular opportunities for communication, exchange of practice and networking but also because of the invaluable support they provided to schools.
- All schools were required to write a SEBS action plan before embarking on the pilot programme. In some instances, action plans were linked with school improvement targets and monitored as part of the schools' annual review cycle. In the main, whilst all schools had completed action plans at the beginning of the pilot, further reference and review during the course of the pilot was minimal.

Managing the pilot

Schools and LAs were asked about how the pilot was managed and coordinated at both local authority and school level. They were also asked

about the aims and objectives of the pilot within schools and LAs, how the pilot had been assimilated within existing school and local authority strategies and how it complemented local and national priorities. The findings were:

- A clear delineation of roles in relation to the pilot was important in assigning key responsibilities to secondary strategy managers and B&A consultants in local authorities. This ensured tasks were not overlooked and importantly it laid the foundations for the effective management and coordination of the pilot programme from the start. This approach could be further enhanced by establishing formal systems and structures for teams to communicate, share information and feedback and monitor and evaluate the pilot programme. Key to ensuring this included having regular team meetings and line management meetings, ensuring relevant personnel were copied in to emails, and systemising the provision of formal reports.
- Having a system in place that supported dialogue between local authorities and nationally was valued. This was an important method for keeping local authorities informed about the pilot, its relevance to national policy and any additional information local authority teams felt they needed access to in order to manage the pilot effectively.
- The overall strategic management of the pilot within local authorities tended to be within the remit of the secondary strategy manager. Their responsibilities included: line management of B&A consultants; advising on strategic level issues in relation to the SEBS pilot; monitoring the progress and development of the pilot and ensuring the pilot was commensurate with national guidelines. The management and coordination of the pilot in schools was the responsibility of the SEBS coordinator. This tended to be a member of the senior leadership team. It was felt that the coordinator role needed to be based within the senior leadership team in order to drive the pilot forward, provide a steer and support a whole-school approach to the implementation of the pilot.
- It seemed important that schools and local authorities facilitated a joined-up approach to establishing the aims and objectives of the pilot in order to ensure not only that they reflected the overall ethos of the SEBS programme but, also that they complemented existing whole-school and local authority aims and objectives.

Implementing the pilot

Schools and local authorities were asked about how the pilot had been implemented, including: how the pilot was introduced, the different approaches to implementing the pilot, the training and support provided throughout the pilot, and monitoring and evaluation activities. The findings were:

- The introduction of the pilot varied between schools. Most schools made explicit reference to the pilot and its terminology, however some schools chose to ‘drip-feed’ information to staff without referring to the pilot explicitly.
- Most schools had adopted a combination of approaches to the implementation of the pilot. Some had targeted certain year groups such as Year 7, others had targeted certain members of staff, some had opted to deliver the pilot across the curriculum and others had targeted initial implementation of the pilot in subjects such as Personal, Social and Health Education (PSHE) and Citizenship.
- Although there was little dedicated formal training in SEBS for LA staff, on the whole, B&A consultants reported that they felt well-supported in their role of implementing the SEBS pilot and that they received sufficient support and guidance from their colleagues, through strong line management and regular opportunities to meet with the secondary strategy manager and other B&A consultants within their authority.
- The extent to which school staff had received training related to the SEBS pilot appeared to vary across schools. Most of the training school staff had received in relation to this area of work was not specifically linked to the SEBS pilot.
- Schools and local authorities used a range of methods to monitor and evaluate the pilot. These included: local network meetings; feedback to and from the B&A consultants as well as more formal monitoring such as school action plans and written reports.

Impact and outcomes

Schools and local authorities were asked about the impact and outcomes of the pilot programme, to consider whether the pilot had made any difference in schools and local authorities and the potential impact of the programme in the future. The findings were:

- Whilst many schools and local authorities felt the SEBS pilot had made a difference they also found it difficult to attribute any impact and outcomes directly to the pilot itself. Respondents felt, rather, that any change was the result of a combination of factors including other programmes of work and local and national initiatives.
- School and local authorities considered potential future impacts of the programme to include: raising standards of achievement; creating a more positive school environment; improving pupil behaviour; improving interactions between pupils and staff; and improving attendance.

Future Developments

Schools and local authorities were asked to consider the future of the programme and outline any plans they had for developing the programme. They were also asked to outline any areas for consideration in the future roll-out of the programme. The findings were:

- The most frequently-identified factor for the future roll-out of the SEBS programme was ‘staff training’, identified by well over a quarter of school survey respondents, closely followed by the related area of ‘staff understanding’, identified by just under a quarter of respondents.
- Three key factors identified as important areas for consideration in the future roll-out of the programme were: time; resources, and having the support of the senior management team.
- In the main, interviewees were keen to develop or expand SEBS provision in their school in some way. Anticipated developments ranged from the closer incorporation of SEBS into PSHE, expansion to other year groups, the incorporation of SEBS principles to other subjects in the curriculum through to, at the broadest level, expansion of SEBS awareness to all pupils, parents and the wider community.

Structure of report

The report is presented thematically. Each section incorporates the findings from each of the research strands: LA telephone interviews; case study visits to schools; and the questionnaire survey. In this way the report presents and explores the various elements of the secondary Social, Emotional and Behavioural Skills (SEBS) pilot from different perspectives in order to provide an overview of the pilot in both schools and LAs. Examples of good practice are provided where relevant and each section highlights key considerations.

Section 1: Introduction

This section provides details on the context and policy surrounding the introduction of the secondary SEBS pilot and an overview of the pilot itself. It provides an overview of the methodology and the aims and objectives of this evaluation.

Section 2: Characteristics of schools

This section presents contextual information for the pilot case study schools. This includes data collected from the first phase of the evaluation about school background and ethos, current issues and challenges, details of any changes in the schools, and areas of success.

Section 3: Elements of the pilot

This section looks at the different pilot elements, including: the pilot materials; the Behaviour and Attendance consultants; local and national network meetings; funding and action plans.

Section 4: Managing the pilot

Section 4 focuses on how the pilot was managed and coordinated at both LA and school level. It outlines the aims and objectives of the pilot within schools and LAs and looks at how the pilot has been assimilated within existing school and LA strategies and how it complements local and national priorities.

Section 5: Implementing the pilot

Section 5 focuses on how the pilot has been implemented within schools and LAs. This includes how the pilot was introduced, the different approaches to implementing the pilot, the training and support provided throughout the pilot and monitoring and evaluation activities.

Section 6: Impact and outcomes

Section 6 reports on impact and outcomes of the pilot programme and considers whether the pilot has made any difference in schools and LAs and the potential impact of the programme in the future.

Section 7: Future Developments

This section considers the future of the programme and outlines some of the plans schools and LAs have for developing the programme. It also outlines areas for consideration in the future roll-out of the programme.

Section 8: Summary

The summary section provides an overview of the evaluation, drawing together key findings and providing recommendations for the future.

1 Introduction

1.1 Background

The following section outlines developments leading to the introduction of the secondary SEBS pilot programme, the associated policy which surrounds it and details of the content and scale of the pilot programme.

1.1.1 Policy and Context

Recent government policy reflects a change in focus and approach towards the development and well-being of children and young people. Every Child Matters (ECM) (2003) recognises the need for every child to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being. Parallel to this is an increasing awareness of the impact of pupil behaviour and attendance on teaching and learning and the importance of developing emotional well-being amongst staff and pupils in schools, not only in raising attainment and improving behaviour but also in order to provide young people with the necessary skills to engage positively with society. In 2006, the Teaching and Learning 2020 Review Group reported on the vision of personalised learning across schools in 2020. The report drew attention to the need for schools to ensure that young people developed skills and attitudes valued by employers, such as knowing how to work in a team, being able to communicate effectively and being resilient in the face of difficulties. In addition, one of the key recommendations from a recent report by the Institute for Public Policy Research (IPPR) (Margo et al., 2006) on the ‘state of youth’ was an increased focus on improving teaching and learning in the areas of personal and social skills development.

This change in policy reflects an increasing awareness that pupils’ personal, social, emotional and behavioural development both supports their ‘subject based’ learning within the classroom and, independently, complements it. It is increasingly acknowledged that pupils need to learn, and be taught, about the behaviours appropriate to particular situations just as they have to learn, and be taught, for example, the appropriate arithmetic function for a particular numerical problem.

Such changes are grounded in a growing evidence base in the area of social and emotional well-being which in recent decades has provided theory and debate and introduced a vocabulary through which to facilitate national and international discussion. The concept of 'emotional intelligence' was first introduced by Salovey and Mayer (1990) and was later popularised by Goleman (2005) in his book entitled 'Emotional Intelligence' in which he highlighted the existence of the five domains of emotional intelligence: the skills of understanding our own emotions; managing our feelings; self-motivation; recognising emotions in others; and forming positive relationships. Steiner and Perry (1999) coined the term 'emotional literacy' which refers to the ability to identify and communicate how we feel. Weare has described emotional literacy as '*the ability to understand ourselves and other people, in particular to be aware of, understand, and use information about the emotional states of ourselves and others with competence. It includes the ability to understand, express and manage our own emotions, and respond to the emotions of others, in ways that are helpful to ourselves and other.*' (2004, p2).

In line with the growth in interest in the area of social and emotional well-being, in 2002 Southampton University was commissioned by the Department for Children, Schools and Families (DCSF) to undertake a study examining how children's emotional and social competence and well-being could be developed at national and local levels (Weare, 2003). The research made a number of recommendations, including: developing a common language through which schools, local authorities (LAs) and other agencies could disseminate and promote work in this area; ensuring that the development of social and emotional well-being in schools took the form of a whole-school approach, therefore creating a school environment that fostered and enhanced the development of social, emotional and behavioural skills in pupils and staff; and the importance of teamwork and developing a multi-agency approach.

In addition, during 2003 the Primary Behaviour and Attendance Strategy pilot was implemented in 25 LAs as part of a key priority within the Primary National Strategy to promote positive behaviour and full attendance.

The aim of the pilot was to support primary schools with developing and implementing a range of initiatives to improve behaviour and attendance by ensuring that strategies to improve behaviour and attendance were embedded

in whole school policy and practice and work on teaching and learning. One of the core components of this pilot was to trial a set of curriculum materials which aimed to develop children's social, emotional and behavioural skills, supported by a whole-school approach. Following an evaluation of the pilot by Hallam et al. (2006) the primary SEAL programme was made available to primary schools nationally.

Following the success of the primary pilot the secondary Social, Emotional and Behavioural skills (SEBS) pilot was introduced which adapted and built on some of the key learning points from the primary programme. The SEBS pilot programme is detailed in the following section.

1.1.2 The secondary school Social, Emotional and Behavioural Skills (SEBS) pilot

The SEBS pilot programme was introduced in early 2005 and delivered by the National Strategies on behalf of DfES. The pilot programme developed as part of the Behaviour and Attendance Strand of the Secondary National Strategy and followed on from Core Day 4 training on *Developing emotional health and wellbeing – a whole school approach to improving behaviour and attendance*. The Core Day 4 training was part of a compendium of resources produced to support schools in implementing the behaviour and attendance strand of the Secondary National Strategy.

The aim of the SEBS pilot programme was to 'focus on ongoing school development and improvement, encouraging secondary schools to take a whole-school approach to developing social, emotional and behaviour skills, integrating work with existing activities in a coordinated and coherent way.'² Six LAs were selected to take part in the pilot programme comprising of 54 secondary schools. LAs were shortlisted for inclusion in the pilot on the basis of a range of criteria, including geographical context, LA capacity, and whether the LAs were involved in the Behaviour Improvement Programme (BIP) or the Primary Behaviour and Attendance Strategy pilot. The final six pilot LAs had all taken part in the Core Day 4 training.

² p 10: Developing social, emotional and behavioural skills: an introduction to the secondary pilot programme

The SEBS pilot included a number of elements. These were:

- targeted support from LA via Behaviour and Attendance (B&A) consultants;
- a range of SEBS pilot materials (see Appendix 2);
- opportunity to attend SEBS network meetings;
- support with the development of a SEBS action plan; and
- a limited amount of funding.

As well as a whole-school approach the SEBS pilot was characterised by a multi-agency approach and links with other national initiatives and programmes of work such as Every Child Matters and the National Healthy Schools Programme.

The SEBS themselves were divided into the five aspects, as outlined in Goleman's work on emotional intelligence. These were:

- understanding ourselves;
- managing our feelings;
- motivating ourselves;
- empathising with others; and
- forming positive relationships.

Within each of these five aspects were key learning objectives and a series of related learning outcomes. For instance, the key learning objective for the aspect of 'understanding ourselves' was 'to develop pupil self-awareness'. The related learning outcomes included, 'being able to reflect on your own actions' and 'identify lessons to be learned and identifying your own strengths and feeling positive about them'.

The pilot was rolled out across the six pilot authorities in three phases. The first phase focused on professional development activities and developing a whole-school approach. Phase 2 introduced the teaching and learning materials which focused on supporting schools in establishing skill development with pupils. The final phase launched focus group materials for pupils who might need additional support with their social, emotional and behavioural skills and a Year 7 curriculum resource. Pilot schools were expected to complete a SEBS action plan at the start of the pilot to support

them in developing an effective plan for the pilot activity which was aligned to the School Improvement Plan and could contribute to identifying evidence for the School Evaluation Form (SEF). They also received targeted support from a B&A consultant throughout the pilot programme. In addition, regular local and national network meetings took place which provided networking opportunities and support for schools and LAs during the pilot. The elements of the pilot are discussed further in Section 3.

The experience and learning from the secondary SEBS pilot has been drawn on to help create the secondary Social and Emotional Aspects of Learning (SEAL) programme which is to be rolled out to 15-20 per cent of secondary schools in the first year (2007-08) followed by a phased introduction to all secondary schools. In the first year, LAs will be encouraged to provide intensive support to approximately 10 per cent of their schools which have the potential to become leading practice schools, and to provide support to other schools which are ready to start implementation of SEAL. This will bring the total percentage of schools involved to 15-20 per cent. A new set of materials has been created and the programme aligns more closely with the primary SEAL programme. The term SEBS will no longer be used. However, the pilot programme is referred to throughout this report as the secondary SEBS pilot programme with the exception of the final chapters which make reference to secondary SEAL.

In 2005, the National Foundation for Educational Research (NFER) was commissioned by DfES to evaluate the secondary SEBS pilot. The NFER evaluation was an independent evaluation of the pilot programme running in parallel to evaluations by the Office for Standards in Education, Children's Services and Skills (Ofsted) and National Strategies. This report provides the findings from the NFER evaluation.

1.2 Aims and objectives

The aim of the evaluation of the secondary SEBS pilot was to provide evidence as to how the Department might best develop the pilot programme. More specifically, the Department required the evaluation to:

- gather perceptions of the barriers and facilitators to effective implementation and ways of overcoming the barriers and generating and sustaining the latter;

- consider the effectiveness of the different modes of implementation (at LA and school level);
- collect views on the best means of developing the programme in the light of the lessons learnt from the pilot; and
- gather information about the impact of the pilot programme.

1.3 Methodology

An overview of the methodology is provided in the following section. A more detailed outline of the methodology is provided in Appendix 1.

The NFER evaluation of the secondary SEBS pilot comprised two phases carried out between October 2005 and May 2007. Both phases consisted of two strands:

Strand 1: **LAs** – telephone interviews; and

Strand 2: **School case studies** – visits to schools and questionnaire survey.

Phase 1

The first phase of the evaluation took place between October 2005 and August 2006 and comprised a series of telephone interviews with a range of professionals within each of the six pilot LAs. This included interviews with B&A consultants and strategy managers. A total of 17 telephone interviews were carried out within the pilot LAs during phase 1.

Ten secondary schools, within the pilot LAs, were selected to be involved in case-study visits and to complete a questionnaire survey. Case-study visits took place over a period of one to two days and comprised interviews with a range of teaching staff, support staff, the senior leadership team and pupils. Just over 150 interviews were carried out with staff and pupils during the case-study visits. All teaching staff and teaching assistants were also asked to complete a school questionnaire. A total of 234 completed questionnaires were returned. All of the pilot schools returned at least one questionnaire.

In addition, in order to gain a comprehensive overview of the SEBS pilot, the NFER research team carried out initial preparatory interviews with a range of personnel at a national level so that the researchers were adequately informed and up-to-date with the latest developments of the pilot. These findings are not presented in the final report.

Phase 2

The second phase of the evaluation commenced in September 2006 and was completed in May 2007. The interim findings from phase 1 were used to inform the second phase of the evaluation and, in consultation with the steering group, it was decided that the second round of school visits would be of shorter duration and would focus on members of staff who were directly involved in the pilot programme. This was to try to ensure that schools did not feel overburdened during the second phase of data collection, especially given that there was a relatively short time period between the first phase and second phase of case-study visits.

Nine of the ten pilot secondary schools visited during phase 1 were re-visited in phase 2. One school was unable to accommodate a visit during the second phase of the evaluation therefore telephone interviews were carried out in this school. Due to the change in focus of phase 2 a smaller number of interviews were carried out across the pilot schools. In total, 35 interviews were completed during phase 2 of the evaluation. All teachers and teaching assistants in the ten pilot case-study schools were also asked to complete a follow-up questionnaire. A total of 85 completed questionnaires were returned. Two schools did not return any questionnaires.

In comparison with the questionnaire response rate in phase 1 of the evaluation, the response rate to the phase 2 questionnaire was much lower. The research team attributed this to a combination of factors. Firstly, that some schools remained at a preliminary stage regarding the implementation of the pilot and therefore did not feel they had any additional information to include in the second questionnaire. Secondly, relatively few members of staff in each school were directly involved in the pilot programme and therefore may not have felt the questionnaire was appropriate or applicable to them. Thirdly, the schools were under increasing pressure to implement not only the SEBS pilot programme but also a range of initiatives and programmes combined with their core curriculum and teaching and learning responsibilities. This resulted in a scenario in which many of the schools had been unable to prioritise the pilot as much as they may have wished. In addition, it should also be noted that phase 1 of the evaluation took place quite soon after the initial introduction of the SEBS pilot in schools and therefore the relatively higher

response rate to questionnaires in this phase may have been partly due to the fact that the pilot was something new for schools to engage with.

In consideration of this, findings from the phase 2 questionnaire survey are presented throughout the report based on actual numbers of respondents, rather than as percentages (percentages should not normally be used where responses are less than 100). Given that the response rate for the phase 2 survey was considerably lower than that for phase 1, it is not appropriate to make direct comparisons across the two sets of survey findings. The data from both surveys, however, are presented in full in Appendix 4.

Follow-up telephone interviews were also carried out with professionals within each of the six pilot LAs. In most cases, the second round of LA interviews was carried out with the same group of participants from phase 1 of the evaluation. This was to try and maintain a consistent approach to data gathering within the pilot LAs. However, in some LAs the research team were unable to speak to the individuals who had taken part in phase 1 due to staff turnover or due to the fact that LA restructuring meant that some original interviewees were no longer involved in the pilot programme. In such cases, and where relevant, interviews were carried out with the new post holder. A total of 14 telephone interviews were carried out in the pilot LAs during phase 2 of the evaluation.

2. Characteristics of schools

During the initial case-study visits in phase 1 of the evaluation school staff and pupils were asked to provide background information about their school. This included information about:

- the ethos of the school;
- current issues or challenges within schools;
- recent changes within schools; and
- current areas of success in schools.

2.1 School background information

Table 1 provides contextual information for each of the case study schools.

Table 1

School	Area	School type	Number of pupils	% of pupils achieving 5 or more grades A*- C	% of pupils with SEN (without statements)
1	Urban	Community school	1147	57	12.6
2	Urban	Voluntary Aided	670	40	13.1
3	Urban	Community school	1139	47	14.2
4	Urban	Pupil referral unit	20	*	*
5	Urban	Voluntary aided roman catholic	794	56	4.2
6	Rural	Foundation school	965	64	12.6
7	Rural	Foundation school	955	70	10.2
8	Urban	Community school	758	38	17.4
9	Urban	Special school	131	*	*
10	Rural	Voluntary controlled	1091	75	7.4

Source: *School and college achievement and attainment tables 2006 (DfES)*

* Data not available

2.2 School background and ethos

The interviews with school staff and pupils revealed interesting insights into the background characteristics of the case-study schools. As is common across many secondary schools in England, the case-study schools had a diverse intake of pupils who came from both affluent and deprived areas. Interviewees in a few schools explained that a minority of pupils had quite complex home lives which impacted on their social and emotional well-being as well as their behaviour in and out of school. For example, pupils who had caring responsibilities for a member of their family or pupils for whose home circumstances were unstable either through crime and/or involvement in drugs.

The case-study schools had quite a similar ethos as was highlighted during interviews with school staff and LA personnel. During each initial school visit, at least one interviewee explained that their school had a ‘good’ atmosphere and was ‘caring’. As one teacher described: ‘*It’s a nice place to be as a teacher and pupil.*’ Interviewees also revealed, in general, that schools:

- were progressive and forward thinking;
- were open and inclusive;
- promoted the well-being of the ‘whole’ child as well as improving academic performance;
- had supportive staff; and
- promoted a mutual respect between adults and pupils.

When asked about relationships between adults and pupils within school, generally, interviewees were very positive. Schools recognised there was tension between a small number of pupils, with occasional bullying, but no-one felt these issues were any greater than those occurring in most schools.

2.3 Issues and challenges

Each school had its own individual issues and challenges. Some issues were common to more than one school and included minor problems with pupil behaviour. Specific examples included a lack of consistent and structured sanctions systems which further fuelled problematic behaviour and peer pressure for pupils to engage with drug and/or alcohol-related activities.

However, interviewees often described behavioural problems as *'the odd problem'* or *'just the usual end of year behaviour'*.

Another set of challenges faced by schools stemmed from the backgrounds of pupils and their parents/carers. For example, interviewees in case study schools noted many pupils had very low self-esteem or lacked structure and discipline at home which resulted in them struggling to cope with school rules. One teacher explained: *'Some of the children have tough home lives and this makes the pupils more challenging.'* In most schools there was a minority of children and young people who had complex issues and/or challenging behaviour which impacted on others. For example, one teacher said *'there are definitely challenges and a core group who are spoiling it for others'*.

Associated with that was recognition that some staff found it difficult to manage the behaviour of some children and young people. There was recognition at both school and LA level that some staff needed to develop their own SEBS in order to talk to children and young people appropriately.

The attitude of a minority of teaching staff was also an issue in some schools. For example, as one teacher explained, *'some [teachers] expect that just being a teacher should have respect automatically'*. Another issue resulting from the mindset of some staff, was that of promoting social and emotional well-being of pupils alongside improving academic performance. Some interviewees felt there was reluctance from some staff to engage fully in promoting pupils' social and emotional well-being as staff wanted to focus on improving academic performance.

2.4 Recent changes

Interviewees in all but one school noted that their school had gone through a transitional stage over recent months or years. These included:

- the development or changes to their behaviour management policy, including introducing Behaviour for Learning (BfL);
- the appointment of a new head teacher and/or senior leadership team;
- involvement in different initiatives and programmes of work (for example, BIP; National Healthy Schools Programme, Assessment for Learning (AfL), ECM; and
- receiving specialist school status or Business and Enterprise status.

Changes specific to one or two schools included developing a new curriculum, introducing new protocols for their teaching assistants, introducing a pupil mentoring system and revising the school's mission statement.

2.5 Successes

Interviewees in schools were asked whether they felt there were any areas in their school that were particularly successful. These were areas unrelated to the SEBS pilot. One of the main successes identified in several of the schools was the pastoral system. Many interviewees noted how caring their school was when dealing with pupils and staff – one school had clear structures in place to support their staff as well as their pupils, as one teacher explained: *'The support in place for staff who are experiencing difficulties with challenging behaviour is particularly good'*. The Special Educational Needs Coordinator (SENCO) in another school explained *'we work very hard to make sure those pupils who need help are supported.'*

The staff was also mentioned in a few schools as a successful element and comments were often made in relation to the relationships between adults and pupils, as one teacher said *'staff are very approachable and pupils feel they can talk to us.'* Pupil interviews revealed similar findings; they said they particularly valued teachers who showed pupils respect, *'[I like teachers] who get on with pupils, it is having that dual respect... it gives pupils confidence when teachers don't always get things right'*. Mutual respect between teachers and pupils was something pupils valued and said encouraged them to work harder. One Year 9 pupil said, *'...it is having that dual respect'*. A Year 7 pupil liked the fact that teachers *'encourage us to do our best'* and *'help when we're stuck'*.

Other areas of success, individual to each school, were highlighted by school staff as being:

- opportunities for extra-curricular activities;
- raising attendance levels;
- improved academic performance;
- close relationship between the school and parents/carers;
- prominent pupil voice; and
- collaborative working, for example with school nurse or a counsellor.

2.6 Pupils' experiences

Interviews were carried out with around thirty pupils during the phase 1 case study visits to pilot schools. Pupil interviewees were from Years 7 to 11 and comprised of a relatively even mix of both boys and girls.

Most pupils were not aware of the SEBS pilot in their school and therefore interviews tended to focus on gathering information about their perceptions of school life, their relationships with their peers and school staff and their views on whole-school issues such as bullying, pupil voice and rewards and sanctions.

Some of the pupils interviewed revealed that they were involved in the school council, attended lunch-time and after-school clubs and/or were involved in peer mentoring or peer mediation activities. Pupils seemed to value having the opportunities to get involved in non-curricular activities such as these.

The majority of pupils said that they liked school and the words they used to describe their schools included: 'large, OK, comforting, fun, interesting, organised, important, active, caring, jail, busy, big, boring, different, welcoming, awesome'. One Year 7 pupil said, '*[School is] fun, sort of at times, because wherever you are there's always something to do. You're never bored with nothing to do. There's lots of clubs in lunch and break and all sorts of different lessons and subjects*'.

Pupils spoke about the things they enjoyed in school. Many said they enjoyed taking part in school activities, such as school productions and time away with the school perhaps visiting a school in another country or an activity week. One school had invited a theatre production company in which showed pupils how to deal with being angry and they had found this helpful. Other pupils spoke about anger management classes in their school, '*they teach us how to calm down, ways to calm down, who you could talk to...I learned not to shout at people when I get angry*'.

The pupils also spoke about what helped them to learn, this included: listening to music; working in groups; being comfortable; getting on with teachers and other pupils and having someone to help them if they were in trouble. They also spoke about finding it easier to learn when they were active, either

because they had had their lunch break or they were doing creative work rather than working from a text book and when they could talk to and work with their friends. Pupils also enjoyed specific activities such as circle time: one pupil said, *'you can discuss your emotions and behaviour quite freely. You feel safe and others in the tutor group can give you help. We work like a big family and trust others. We would like to continue circle time next year'*.

Some of the things pupils did not like were having the reward system abused and when systems were introduced that did not last, for instance, *'they [teachers] start a new craze but then it dies down, it'll last about three weeks or a month and that's it...'* They also preferred to receive rewards like certificates or activities they could participate in as a group rather than something like sweets. They did not like it when teachers were not consistent in giving rewards or punishments. Treating all pupils in a consistent manner was something many pupils felt was important especially when dealing with rewards and punishments. In such cases the most important criteria seemed to be that it should be the same for everyone and many pupils felt this was not always the case.

Bullying was another area pupils were asked to comment on. The pupils who were interviewed did say bullying existed in their school but they also spoke of the measures which were in place to help deal with it and provide support. A lot of the schools had peer mentoring systems in place or peer mediation. One school had an 'agony aunt' pupils could visit and another had a 'bully box' in operation in which you could post names anonymously. Some pupils said that they could talk to teachers about being bullied but sometimes they did not see the school taking any action. Another school had formed a bullying working group which the pupils valued.

3. Elements of the pilot

This section provides details, including examples of practice, about the key elements of the SEBS pilot at both LA and school levels, focusing on the following areas:

- B&A consultants;
- pilot materials;
- network meetings;
- action planning; and
- funding.

3.1 B&A Consultants

Local authority arrangements

The B&A consultant role had originally developed as part of the B&A strand of the National Strategies. During this time B&A consultants had been involved in delivering the Core Days training and in particular Core Day 4 training which focused on developing the emotionally healthy school. Following the introduction of the SEBS pilot the role of the B&A consultants developed further to incorporate this additional responsibility. Therefore, the introduction of the SEBS pilot had not had a significant impact on the nature and remit of the B&A consultant role but was more a matter of workload. A strategy manager in one LA said that when they agreed to become involved in the SEBS pilot they had looked at the existing responsibilities of the B&A consultants and considered the additional workload the SEBS pilot would create. They had then been able to redistribute any additional work within the team *‘we looked at it in terms of the totality of the resources we had available and distributed the workload throughout the whole consultant team’* (Secondary School Manager). This seemed to be an approach adopted by most of the pilot LAs.

Initial LA interviews during phase 1 of the evaluation revealed that of the six LAs involved in the SEBS pilot, three authorities had one B&A consultant, two authorities had two B&A consultants and one authority had two B&A consultants as well as a member of the social inclusion team who had

responsibility for one of the pilot schools. Follow-up interviews during phase 2 revealed a similar set of arrangements.

The number of B&A consultants in a LA was largely decided by practicalities. For instance, if the LA was particularly large, with a high number of secondary schools it was more likely to share the workload between two consultants. The consultants were each assigned a group of SEBS pilot schools as part of their caseload. These schools may have been ones they were already working with as part of the Secondary National Strategy and therefore had established a good working relationship but in other cases the allocations were more random and based on considerations such as time, workload or areas of expertise. The majority of B&A consultants worked full-time but a small number were employed on a part-time basis. This may be an issue for future consideration in terms of the national roll-out of the programme and the potential for further impact on the workload of B&A consultants.

Main responsibilities

In both phases 1 and 2 of the evaluation LA interviewees were asked to outline the role and main responsibilities of the B&A consultant in relation to the SEBS pilot. Whilst these had remained fairly constant throughout the course of the pilot there had been a shift in emphasis. For instance, at the beginning of the pilot the role of the B&A consultant focused more on introducing the pilot and associated materials, supporting schools to understand what the pilot was about and providing support with action planning. As the pilot developed so the B&A consultant role adapted to suit the changing needs of the schools with more of an emphasis on monitoring and review. In the main, during the course of the pilot B&A consultant responsibilities were two-fold and centred around responsibilities at school level and at LA level.

School level responsibilities included:

- acting as a conduit between different agencies working in schools;
- being a critical friend to schools;
- encouraging schools to become ‘emotionally healthy’;
- enabling opportunities for schools to reflect on SEBS provision;
- facilitating effective communication at national, local and school level;
- guiding schools in implementing the SEBS pilot;
- monitoring and evaluation of SEBS pilot activity;

- providing network opportunities;
- informing and supporting the LA school improvement team with SEBS related developments;
- supporting schools to deliver their SEBS action plan; and
- working with all school staff in developing their SEBS skills through coaching and training.

Responsibilities at a LA level tended to involve keeping colleagues up to date on any developments, attending relevant meetings, liaising with other agencies and professionals e.g. healthy schools coordinators or educational psychologists and providing feedback to strategy managers. One B&A consultant had carried out an initial ‘*awareness raising*’ session for colleagues to help them understand more about the SEBS pilot. Many interviewees felt that arranging time to feedback to colleagues in their own and in other services was an important component in keeping everyone briefed on the latest developments and providing opportunities for collaborative work. In particular, it encouraged a multi-agency approach to the delivery of the pilot which was felt to be key to delivering a coherent message that would support whole-authority commitment to SEBS and whole-school change. However, LA interviewees noted that there was not necessarily whole-authority awareness of the pilot, which they felt was partly due to the actual nature of the pilot itself (e.g the small scale nature of pilots). In terms of the future roll-out of the programme the B&A consultant role will need to build on encouraging multi-agency commitment to the programme not only within the LA but also extending this commitment to the principles of SEBS to those agencies working directly with schools. This is particularly important because many of the case-study schools were working alongside other LA officers, perhaps from the behaviour management or healthy schools teams, in developing a particular area of SEBS in school, such as a friendship course or peer mentoring training. Whilst this type of collaboration was not necessarily a direct result of the SEBS pilot it did, nonetheless, focus on delivering or enhancing particular aspects of SEBS work in school.

As noted one of the responsibilities for B&A consultants was monitoring and evaluating the pilot (see section 5). Schools valued this input from the B&A consultants. A teacher in one school said, *‘I really benefit from close links with the LA consultant who works very closely with me and via email and resources. She gets me to think about SEBS...so all areas are covered’*.

Both B&A consultants and schools viewed the collaborative nature of their working as extremely effective. B&A consultants kept schools informed of the national picture and ensured the momentum of the pilot was maintained. They offered training, including INSET, twilight sessions and lesson observations, and monitored and reviewed progress throughout the life of the pilot through regular audit and analysis. Schools particularly valued the support that the B&A consultants offered in relation to information sharing, discussing good practice and ideas, reassurance about their progress in comparison to other local schools and collaboratively developing resources. One coordinator said *'She's an expert and it's been really helpful to know we are on the right lines.'* Some schools commented that being able to talk to by phone or email the consultant for information and support as required was extremely helpful.

There was a strong feeling amongst Strategy Managers, schools and consultants that the B&A support offered needed to continue in the future to aid national roll out and ensure a successful programme. However, some consultants were concerned that this would not be sustainable without further funding in the future (see section 3.5).

3.2 Pilot materials

LAs and schools were interviewed in both phases 1 and 2 about the pilot materials. It should be noted that a range of materials were provided to LAs and schools throughout the course of the pilot (see Appendix 2). However, many of the pilot schools were often unclear about the exact name of each material and in some cases where the materials had originated from. This tendency towards a generic view of the pilot materials in schools is reflected in the following section which refers to the materials in general terms unless an interviewee made specific reference to a particular pilot material.

Use of pilot materials

The evaluation sought to find out the extent to which schools were using the pilot materials. However, as mentioned, the pilot materials did develop and change during the course of the pilot and have been further amended in light of the national roll-out of the programme.

During phase 1 of the evaluation, interviews with school staff and the school questionnaire focused mainly on the Learning and Teaching materials and the

Handbook for Professional Development. In year one, almost half of survey respondents had not seen or used any of the SEBS pilot materials, around a third said they had seen or used the learning and teaching materials and under a fifth said they had seen or used the Handbook for Professional Development. Of those respondents who said they had seen or used the learning and teaching materials around a fifth said the content was very good, however a fifth also said the content could be improved. Of those respondents who said they had seen or used the Handbook for Professional Development around a tenth said the content was very good and under a tenth said the content could be improved.

In phase 2 of the evaluation, schools had been provided with two new sets of pilot materials. These were, the Year 7 curriculum resource and the Focus Group materials. Therefore, the follow-up questionnaire asked respondents about the original pilot materials (i.e. Learning and Teaching materials and Handbook for Professional Development) and the more recent materials (i.e. Year 7 resource and Focus Group materials).

The follow-up survey revealed that 38 respondents said they had not seen or used any of the pilot materials (i.e. original and more recent materials) and 32 respondents said they had. Of the 32 respondents who said they had seen or used any of the pilot materials, 18 said they had seen the original Teaching and Learning materials and 13 said they had seen the Handbook for Professional Development. Only nine respondents said they had seen the Focus Group guidance and eight said they had seen the Year 7 curriculum resource. However, it is worth noting that these materials were sent to schools in the later stages of the pilot and therefore staff may not have had as much opportunity to view them as the earlier pilot materials.

The respondents who said they had seen or used any of the pilot materials were then asked, of the materials they had seen, which they found helpful. Thirteen respondents said they had found the original Learning and Teaching materials 'helpful' (i.e. 'very helpful' or 'quite helpful'). Nine respondents said they had found the Handbook for Professional Development 'helpful' (i.e. 'very helpful' or 'quite helpful'). In terms of the Year 7 and Focus Group seven respondents said they had found the Year 7 resource 'helpful' (i.e. 'very helpful' or 'quite helpful') and seven respondents said they had found the Focus Group guidance 'helpful' (i.e. 'very helpful' or 'quite helpful'). Again,

as mentioned, responses here may have been influenced by the fact that these materials were circulated in the later stages of the pilot.

Although the case-study visits confirmed most of these survey findings, the visits did reveal that the school staff who had used the Year 7 and the Focus Group materials thought they had improved compared to the original materials; a view also shared by several B&A consultants.

The extent to which materials were used in the pilot schools was inconsistent throughout the course of the pilot. In some schools, some staff had seen and used the materials, whereas others were not aware materials existed. Staff more directly involved in delivering the pilot tended to have seen the materials but this did not necessarily mean they had used them. In phase 1, interviewees often said they had '*browsed*' the Teaching and Learning materials and Professional Development Handbook but not actually used them. In phase 2, interviewees were generally more positive about the pilot materials; this is particularly true of the later materials such as the Year 7 curriculum resource and the Focus Group Guidance.

Usefulness of the pilot materials

Responses from interviewees were mixed about the usefulness of the pilot materials. For example, one teacher explained that the Handbook for professional development did not effectively explain the aims and purpose of the pilot, whereas another teacher thought the Handbook was very good at providing background information. Many interviewees valued receiving background information about the pilots' purpose and aims and the opportunity to understand some of the theory. Careful use of language also seemed important with caution expressed about using unnecessary jargon and being too '*academic*'.

Although the Year 7 curriculum resource and Focus Group materials were viewed more favourably by B&A consultants and schools, compared with some of the original pilot materials, suggestions for improvement were still made. One school asked a group of Year 7 pupils to review the Year 7 materials. Although a small number of pupils said the materials were 'okay' some pupils found them uninteresting. It should, however, be noted that the pupils were likely to be reviewing the information pack aimed at the teachers

rather than the pupil resource. The teacher explained the pupils were increasingly demanding multi-media resources in their subject lessons and needed something that would, '*hook them in*' (deputy head teacher and SEBS coordinator). The SEBS coordinator in another school said, '[the materials were] *not expressed in a particularly accessible way for staff or students*'. It may be important to consider the format and medium through which all materials and resources are presented in the future in order to ensure they are reflective of the type of resources staff and pupils are already using in schools. This may be particularly important for engaging pupils in the future programme.

In other schools, teachers felt that the materials were not suitable for their intended age group. In one school the teacher had to adapt the material to ensure they were suitable for the lower ability Year 7 pupils. In another school the materials had been used with Year 8 pupils who found them too basic. Whilst the pilot materials were designed to be flexible there obviously needs to be a balance between the materials providing sufficient guidance and information to be useful to school staff whilst at the same time retaining an element of flexibility.

Further comments on the usefulness of the materials are outlined below in the suggestions for improvement section.

Perceived impact of the pilot materials

In phase 1, survey respondents were asked for their views on the perceived impact of the pilot materials in schools on themselves and on pupils. The main ways in which respondents felt the materials would impact on themselves were in terms of a raised awareness of SEBS-related issues, improve self-confidence and knowledge and improve quality of teaching and learning. When asked about the potential impact of the materials on pupils, respondents said they would improve self-esteem and communication skills, provide more effective management of behaviour and improve pupil to pupil relationships.

Primary SEAL and other materials

The research explored whether schools had accessed materials from other sources, including primary SEAL materials. A few schools had used materials from other sources, including national available resources, those from another school, or they developed their own materials either at LA level or as a school.

In year one, all schools had heard of the primary SEAL programme and by year two, many were using aspects of the primary SEAL materials. Where interviewees had not seen the materials, in most instances they said they would like to see them and use them. It was felt they would be particularly useful for the younger pupils (e.g Year 7) and for those pupils who had already used SEAL in their primary school.

During the first year, some schools had been unable to access the primary SEAL materials and were disappointed they had been unable to benefit from the ideas and activities in them. It appeared many of these schools were not aware that they could access the primary SEAL materials online. There were no apparent access issues for schools in year two.

A small number of LA interviewees felt more could have been done to link the primary SEAL and secondary SEBS pilot materials. Some schools used elements of the primary SEAL materials, in particular activities and visuals. They thought the primary SEAL resources should be easily available for secondary schools to enable links with and development of the primary phase of work. B&A consultants and school staff liked the format of the primary SEAL materials as they found ideas could be easily used without much need for any adaptation. However, it was felt that the secondary SEBS pilot materials required a greater investment of time from teachers to make the materials suitable for use in class.

Most LAs and many schools produced their own materials. B&A consultants and pilot schools agreed that materials should be developed by practitioners for practitioners. This would ensure materials were focused, accessible and appropriately pitched and ultimately carry more weight amongst other practitioners with the increased likelihood that they may be accepted and implemented. One LA in particular led the way in developing its own materials. They had found the original SEBS materials did not meet their requirements and decided to review, adapt and develop their own materials. This development of materials became a major focus of work within this particular authority and 'writing days' were introduced for all pilot, and some non-pilot, schools to attend. They developed teaching and learning activities as well as focusing on the social and emotional aspects of learning, as the primary SEAL programme had. Through close and effective partnership

working the pilot and non-pilot schools developed and shared a range of materials, including:

- ECM and SEBS audits;
- PowerPoint classroom contracts stating roles and responsibilities of adults and pupils;
- ideas for circle time;
- assembly resources;
- activities for use in specific subjects; and
- transition materials.

In this LA these materials were shared within and between schools and there was a positive response to their take up.

Suggestions for improvement

Generally, there was a feeling from schools and LAs that, fundamentally, all the pilot materials contained good ideas but they needed, in some instances, considerable adaptation before they were suitable for use in class. To some extent this need for adaptation has been recognised in the later pilot materials.

A range of examples of good practice and suggestions for improvement emerged during the interviews and survey data. These were:

- more emphasis should be placed on the social and emotional aspects of learning in the secondary phase materials, drawing on the primary SEAL resources;
- all materials should be produced for staff as well as pupils, one B&A consultants felt there might be a danger with teachers using the Year 7 materials and thinking SEBS is limited to pupils only;
- lesson plans are useful for teachers but they need to be realistic in terms of length, content, accessibility for teachers and pupils and should require minimal teacher intervention, however, at the same time they need to be flexible so they can adapt to the needs of different groups of pupils;
- teachers value lots of examples of good practice. Many teachers wanted more posters, photos, schemes of work and practical exercises; and
- materials need to be accessible, flexible and adaptable both in terms of content and format. Teachers would value materials and resources on hard copy but also electronically so they can be adapted where necessary. As one coordinator described it, the materials should not be too focussed or prescriptive, '*a careful balance needs to be struck*'.

In terms of future role out, further recommendations were made. These included:

- an information pack should be produced for Governors and school staff to explain the programme, its aims and purpose, ideas for training and lessons, and evidence of what does and does not work. Perhaps using the guidance produced for head teachers and other partners and building on this;
- ensuring materials are finalised before the programme is rolled out and that release of materials is in synch with the roll-out of the programme;
- materials need to be cross-curricular;
- clear links need to be established with primary SEAL for the benefit of both pupils and teachers;
- materials could be developed specifically for teaching assistants or other support staff so they are able to work with pupils to develop SEBS; and
- materials should be produced specifically for non-mainstream educational settings (e.g Pupil Referral Units (PRUs) and special schools) by acknowledging their existing work in this area and recognising that the needs and learning styles of their pupils can be different from pupils in mainstream education.

Although some interviewees felt the pilot materials required further improvements, in general, there was a feeling that the later materials (i.e. Year 7 resource and Focus Group Guidance) were a marked improvement on the original materials (i.e. Teaching and Learning materials and Handbook for Professional Development)

3.3 Network meetings

Each LA arranged network meetings for their pilot schools. The purpose of the meetings was to provide regular opportunity for B&A consultants and schools to disseminate information, share practice, and discuss issues and challenges. Meetings tended to take place on a termly basis and were facilitated by the B&A consultants. During the first year, meetings were usually attended by senior members of the school staff, usually the SEBS coordinator. However, as the pilot developed in the second year and in schools where the SEBS work had perhaps been delegated to other members of staff, a teacher attended the network meetings instead of the coordinator.

In most LAs the meetings were well attended, however in two LAs attendance was low and the meetings had to be terminated. One SEBS coordinator explained that the meetings were useful at the start but *'tailed off as the pilot came to an end'*. Despite this he hoped they would be reinstated in the future. On the occasions that schools were unable to attend, some received email updates from the B&A consultants to keep them updated. Reasons for possible low attendance, as reported by the B&A consultants included: low priority of the pilot in some schools; lack of time; a feeling that the content of the meetings was not relevant to all attendees. Clearly, the network meetings and attendance at them worked better in some LAs than in others.

The meetings were viewed extremely positively by the B&A consultants and schools who attended them, not only because the meetings facilitated regular opportunities for communication, exchange of practice and networking but, as mentioned earlier, because of the invaluable support they provided to schools. One B&A consultant described them as an *'open forum'* and explained that they had been using them to look at the SEBS materials with different schools trialling different materials, *'Because there are quite a number of schools they have put themselves into clusters and are sharing examples of good practice within their particular cluster....so it's kind of like buddying up'*. (B&A consultant)

Other examples of activities carried out in the network meetings included:

- producing, applying and reviewing schemes of work;
- reviewing pilot materials and other resources;
- videoing a teacher for discussion purposes at the network meeting. The B&A consultant commented, *'They found this very illuminating and it threw up a lot of questions about how to structure SEBS lessons'*; and
- inviting other agencies to attend, for example in one LA the Education Welfare Service attended.

Most schools were very positive about the network meetings and the opportunity they provided to meet other pilot schools and other agencies. A teacher in one school said, *'They are good. You make contacts and also some of the materials and examples the consultants share are useful'*. Another described the meetings as *'invaluable in terms of keeping the shared vision going'*. In addition, the local network meetings were useful for monitoring and evaluating schools' progress (see section 5).

A SEBS coordinator in one school hoped that in the future there would be more multi-agency representation at the meetings and that this would give a clear message to schools that the SEBS programme is part of the broader shared vision within LAs, schools and the wider national agendas (see section 4).

Both B&A consultants and school staff felt the local network meetings had a crucial role in ensuring the effective national roll out of the programme in the future. The meetings helped raise understanding and awareness of the programme, and would facilitate roll out by pilot schools sharing information, successes and challenges with other schools. The success of the meetings appeared to rest on the level of commitment employed by the B&A consultants and schools. However, interviewees felt that funding needed to be provided to ensure school staff could attend.

Several LA and school interviewees recommended good practice for the network meetings, these suggestions included:

- ensuring meetings are useful, focused and practical;
- involving all attendees in deciding the format of meetings and establishing their purpose;
- keeping the meetings relatively short;
- making the meetings compulsory;
- making sure meeting venues are accessible; and
- providing funding to attend meetings.

3.4 Action Planning

All schools were required to write a SEBS action plan before embarking on the pilot programme. In some instances, action plans were linked with school improvement targets and monitored as part of the schools' annual review cycle. Other schools had linked SEBS targets with performance management targets for individual members of staff and this provided another layer of monitoring information and embedding.

The SEBS coordinator in one school explained action plans needed to be realistic at the start explaining that the lack of direction nationally meant the

school's action plan was over ambitious. The coordinator felt the advice that was given was useful but further support was necessary to add detail into the plans. It was suggested that for the future roll out of the programme, schools should concentrate on a few key areas each year rather listing everything they want to achieve all in one go.

In some schools action plans were used to monitor and review school's progress. One B&A consultant mentioned the action plans ensured the momentum of the programme was maintained, explaining that the plans helped schools to know where they are going within their own criteria and gave an in depth view of progress and development. In some LAs, action plans were reviewed at local network meetings.

In the main, whilst all schools had completed action plans at the beginning of the pilot, very few had referred to or reviewed them throughout the course of the pilot. One SEBS coordinator explained that their school had been overly ambitious in their action plan which may have a negative impact if schools produce an action plan that is impractical. Another possible explanation for the drift in the overseeing of the action plans could lie in the fact that there had been some level of staff change in schools during the course of the pilot. This may have resulted in certain tasks being overlooked or not given priority (see section 4).

3.5 Funding

During the first year of the evaluation, little information was given by LAs about the pilot funding, and it was only raised by six schools during the visits. There were three main areas for use of the budget:

- provision of internal and/or external training;
- purchase of resources, such as motivational posters, textbooks for pupils and other materials; and
- implementation of ideas the school had been planning previously.

One school had planned for some time to develop a buddy system for staff and pupils. The pilot funding enabled this to be implemented as it was felt that the buddy system was in keeping with the ethos of the SEBS programme. As the SEBS coordinator explained *'the money gave the initial impetus to encourage*

this to happen'. In another school, the funding was used to supplement funds already in place to develop their behaviour management policy. Other schools had used the money to purchase posters to display in and around their school.

A B&A consultant noted that if it were not for the funding, albeit small, during the first year, schools would have been less likely to embark on new developments and progress as effectively as they did. However, some B&A consultants and Strategy Managers raised concerns about the level of funding allocated to the pilot. They felt that the secondary pilot was under-funded, particularly compared to the primary SEAL programme. One LA committed additional funding to the pilot to enable all schools to get involved. This additional funding was used to allow teachers to attend writing days thus facilitating their involvement in the programme.

During visits to schools, a small number of SEBS coordinators explained that the lack of funding has restricted developments in the second year. Although it was acknowledged it was not expensive for schools to get involved in the pilot, they would have liked additional funds to train staff either by inviting external providers to do INSET or sending some staff on training days. In addition, schools wanted to buy additional resources for staff and in particular resources for pupils. One school was concerned that if they bought the recommended books³ it would cost a few hundred pounds; and this was not possible within their budget. They suggested clusters of schools should buy resources to share or these should be held centrally at the LA and loaned out to schools.

In general, interviewees agreed that funding needs to be continued in the future to keep the momentum of the programme going, and in particular enabling the continuation of the network meetings.

³ p38 – Developing Social, Emotional and Behavioural Skills – An introduction to the pilot programme

3.6 Key considerations

The findings from section 3 highlighted a range of key points for consideration by schools and LAs in relation to the elements of the SEBS pilot. These included:

- Many interviewees felt that arranging time to feedback to colleagues in their own and in other services was an important component in keeping everyone briefed on the latest developments and providing opportunities for collaborative work. In particular, it encouraged a multi-agency approach to the delivery of the pilot which was felt to be key to delivering a coherent message that would support whole-authority commitment to SEBS and whole-school change.
- Schools and LAs should try and build on established relationships developed between B&A consultants and schools not only in relation to the SEBS pilot but through the wider National Strategy work.
- Accessibility of B&A consultants is important but there needs to be a balance between regular helpful contact, and overburdening schools with visits, phone calls and emails.
- Offer tailored support, and materials to non-mainstream educational settings (e.g. special schools and PRUs), building on their expertise, and, if necessary setting up special school networks.
- The use of multi-media resources is now commonplace in schools. Programme materials should be reflective of this by offering schools resources in a range of formats and incorporating different learning styles.
- Provide opportunity for practitioners to engage and be involved in producing their own materials and establish ways in which materials can be disseminated locally and nationally.
- Introduce network meetings that are useful, focused and practical. Involve all attendees (including, where appropriate, colleagues from other agencies, for example educational psychologists) in deciding the format of meetings and establishing their purpose. Keep the meetings relatively short and try to ensure meeting venues are accessible.
- Keep action plans short and practical to achieve. Ensure staff understand who is responsible for reviewing and updating plans and ensure they feed into and complement whole-school planning.
- Certain key aspects of the SEBS programme may require additional funds e.g staff training days, purchase of resources, attendance at network meetings.

4 Managing the pilot

This section provides details about LA understanding of SEBS and how the SEBS pilot had been managed and directed at both LA and school levels. The flexible approach adopted by the pilot programme meant LAs and schools were able to tailor the management and coordination of the pilot in accordance with their own needs. This section focuses on the following areas:

- LA understanding of SEBS;
- strategies, systems and structures;
- personnel involved in managing the pilot;
- pilot aims and objectives; and
- assimilation of the pilot with local and national priorities and initiatives.

4.1 Local authority understanding of the SEBS pilot

As part of the phase 1 interviews LA staff were asked to discuss their understanding of SEBS and how they thought schools understood the term. In some cases LA interviewees gave quite lengthy descriptions about their understanding of SEBS, such as, *‘A whole area of understanding, managing and being aware of how your feelings, emotions and relationships with others impact on not only your own ability to learn but also relate to others, and how people communicate and grow as a whole human being’*. (Strategy Manager) A B&A consultant in one LA said, *‘Personally, it is pupils and staff feeling safe and feeling safe to be, that’s the crucial thing. That they are aware of their emotions and feelings and that they are aware it is ok to make mistakes’*.

In other cases interviewees summed up the term more concisely, for example, *‘The management of social and emotional life’* (B&A consultant) and, *‘Every person matters’*. (B&A consultant)

Also noticeable was the emphasis some LA interviewees placed on the development of SEBS in children and young people, for example, *‘The social and emotional skills that children need in order to develop and succeed in life and academically’* (B&A consultant) and, *‘It is about getting people to*

understand that it is about behaviours that need to be taught especially in urban environments where children are often lacking in these skills'. (LA advisor) whilst others also included adults in their perception of SEBS.

The diversity of the comments provided by LA interviewees highlights how SEBS may be open to different interpretations, based perhaps on a combination of factors such as an individual's previous knowledge of the area, their job role and new information they had gleaned as part of the SEBS pilot. It did not necessarily mean they did not understand SEBS but just that they interpreted it in different ways. It also highlights the dilemma of how to provide schools with a definition which is concise and useable but also inclusive, i.e. does not exclude work which may be relevant but has never been referred to as SEBS. However, the change in name from SEBS to SEAL in September 2007 may go some way to alleviating this partly because it symbolizes a greater alignment of the primary and secondary SEAL programmes and a move towards the streamlining and consolidation of this area of work.

There was also an understanding that there needed to be a strong focus on staff SEBS as well as those of pupils. One B&A consultant pointed out, *'it's very much about developing the SEBS of staff and student; it's not just about the kids which I think is an important issue'*. This was a view shared by most of the pilot authorities. Another B&A consultant said, *'we are also trying to make sure it is SEBS for teachers as well as for pupils...that's quite a big thing to try and maintain'*. The belief that the pilot needed to focus on staff as well as pupils was deemed to be a key element of its successful delivery.

LA understanding of SEBS seemed to have been influenced by the Core Day 4 training and the work of the B&A strand. However, other information sources which had been helpful to LAs in understanding SEBS included: discussions with healthy schools coordinators, the SEBS materials and network meetings.

Central to the thinking within LAs was the belief that SEBS needed to be inclusive in its approach and incorporated within LA targets, *'it is crucial, critical and central to what we do in education'*. However, authorities were at different stages in incorporating SEBS into their planning processes. There was also consensus that this was an organic process in which LAs and schools were developing an understanding of SEBS together. Key to the effectiveness

of this joint understanding was inclusiveness and making sure that there was a multi-agency, joined up approach in developing the work of the pilot.

4.2 Strategies, systems and structures

LA interviews revealed that a clear delineation of roles within LAs in relation to the SEBS pilot was important in assigning key responsibilities to team members. For instance, in one LA the secondary strategy manager stressed how important it was that B&A consultants and strategy managers were clear from the start about the management and delivery responsibilities in relation to the pilot and that tasks were clearly delegated. This ensured that tasks were not overlooked and importantly it laid the foundations for the effective management and coordination of the pilot programme from the start.

Formalising systems and structures for the core team (i.e B&A consultants and secondary strategy managers) to communicate, share information and feedback and monitor and evaluate the pilot programme were also important. Key to ensuring this included: regular team meetings; line management meetings; ensuring relevant personnel were copied in to emails; and a system of providing formal reports. One LA developed an electronic database of the partnership agreements with primary and secondary schools in relation to SEBS. The B&A consultant described the database as, '*a mechanism for making our links more formalised*' and felt that this approach enabled them to share information more effectively.

Also viewed as important was having a system in place which supported dialogue between LAs and at a national level e.g. National Strategies. This was important in providing LAs with the information necessary to manage the pilot effectively. For instance, one LA said that having someone at national level to answer any queries was important. The national network meetings, which were facilitated by National Strategies, were also important ways of maintaining information exchange between local and national teams that were involved in the pilot.

Interviews revealed that LAs had different opinions as to whether the pilot programme was best placed within the National Strategies or elsewhere within the LA. A strategy manager in one LA said that they wanted to look at the programme from a school improvement perspective because they felt National

Strategies in the past may have been seen as something *'separate'*. They wanted to move away from this image and adopt a more inclusive approach towards managing the pilot. *'We want to mainstream and make it the work of everyone'* (secondary strategy manager). The secondary strategy manager in another LA felt the pilot was well placed in the National Strategies, *'if it was anywhere else it could be perceived as a special needs issue'*.

Clearly, what was important for LAs was making a decision about where the programme sat best for them. What was best for one LA was not necessarily best for another. This was one of the advantages of the pilot programme because it enabled this sort of flexibility. Whilst the pilot provided an opportunity to trial different approaches towards its management this may not be as easily facilitated in a national roll-out. Therefore, in terms of the programme in the future it is important that LA teams discuss as early as possible their aims and objectives for the programme, who should be involved and establish a programme of review to monitor not only the outcomes of the programme but the actual systems and structures that need to be in place to manage the programme. The need to establish this core stability was highlighted by one interviewee who explained: *'Start small from the leadership and then make sure that's effective, embedded and understood'* (inclusion manager). Actually formalising a structure early on within which to take the SEBS agenda forward may also be useful. Some LAs had taken this approach by establishing a joint primary and secondary SEAL team.

One pilot LA had chosen to implement a steering group to oversee the development and implementation of the pilot. The group met every half term and included representatives from two schools and an educational psychologist. Membership of the group was small but it had been helpful in establishing the aims and objectives of the pilot. The development of multi-agency steering groups may therefore be important mechanisms for LAs to adopt in the future implementation of the programme.

Case-study visits to pilot schools revealed little evidence to suggest they had introduced any particular strategies, systems or structures in specific response to the management and coordination of the SEBS pilot. This may have been due to the fact that there was usually only one or two members of staff involved in managing the pilot, and that the actual management of the pilot did not appear particularly burdensome in most schools. However, in the future as

the programme is introduced nationally and gains momentum and the demands for implementing effective management of the programme may increase schools should consider how this can best be supported and how they can release staff to enable them to manage the programme effectively.

4.3 Personnel involved in managing the pilot

LA management of the SEBS pilot was predominantly within the remit of the secondary national strategy manager and the B&A consultants. The overall management of the SEBS pilot at a strategic level was, in most cases, overseen by the secondary strategy manager. The role of the B&A consultants was grounded more in the delivery and implementation of the pilot and is outlined in detail in Section 5. In the main, the role of the secondary strategy manager included:

- line management of B&A consultants;
- advising on strategic level issues in relation to the SEBS pilot;
- monitoring the progress and development of the pilot; and
- ensuring the pilot was commensurate with national guidelines.

On the whole, the nature of the secondary strategy managers' role retained these four core elements throughout the duration of the pilot programme.

Some of the pilot LAs had experienced restructuring and staff changes during the implementation of the SEBS pilot. This sometimes involved a new secondary strategy manager taking up post. In one or two cases this post had not been filled. The post of B&A consultant was less transient and all those interviewed in phase 1 were still in post during phase 2 of the evaluation. Where LAs had experienced recruitment of a new secondary strategy manager during the pilot the changeover did not appear particularly problematic. What seemed important was that the new strategy manager was committed to the pilot, championed and provided a strong steer for the pilot throughout the LA and had clarity of vision in relation to the future of the programme. In addition, a strong sense of team work and a collegiate approach to the pilot were important in supporting new members of staff during their induction. Where secondary strategy managers were no longer in post and the post had remained vacant this was more problematic. This was particularly the case for

the B&A consultants who were not only expected to continue with the delivery and implementation of the pilot but also gained the additional responsibility of providing steer and direction for the pilot. It may be important for LAs to consider how this issue could be dealt with most appropriately in the future in order to ensure the momentum of the SEBS programme is not lost as result of staff changes.

The management of the SEBS pilot within schools was the remit of the SEBS coordinator who tended to be a member of the senior leadership team. Initially, when the pilot was introduced to schools some schools had assigned a less senior member of staff to the coordinator post. On reflection, most schools felt that this coordinator role needed to be based primarily within the senior leadership team who could then delegate tasks and responsibilities to other members of staff as necessary. The importance of assigning the coordinator role to the senior leadership team was highlighted by several interviewees both in schools and LAs. For instance, the B&A consultant in one LA said: *‘Schools need SMT commitment for it [SEBS] to be adopted by everyone, so you are not relying on one or two people to take it forward...there should be a cultural change for the whole school.’*

In the main, interviewees in both schools and LAs felt that the senior leadership team needed to provide the steer for the programme by explaining how it fitted with existing school policies and programmes of work and ultimately where it was going i.e. the aims and objectives of the programme.

4.4 Pilot aims and objectives

Interviews with LA staff revealed a range of aims and objectives which they felt underpinned the pilot programme. These included:

- building on the work of primary schools;
- enabling school improvement;
- encouraging children and young people to learn more effectively and engage positively with others;
- improving and developing the social and emotional well-being and skills of pupils and staff;
- linking with ECM outcomes e.g. enjoy and achieve;
- raising attainment; and

- preparing young people for the future.

Comments from interviewees in LAs in terms of what they felt the aims and objectives of the SEBS pilot were included: *‘Creating an environment where learners will flourish’* (Secondary Strategy Manager); *‘To help schools introduce and develop SEBS across not only a group of children but a group of staff as well’* (B&A consultant); *‘to prepare staff and students for the stresses of work and relationships’* (B&A consultant); and *‘it’s a mechanism for making sure that the work that schools do has a greater impact’*. (B&A consultant).

In schools, the aims and objectives were similar to those identified in LA interviews. Aims and objectives mentioned by schools included:

- improving school learning environment;
- linking the pilot to Every Child Matters;
- maximising the potential of all children; and
- raising pupil attainment.

Less clear from the interviews in both schools and LAs was how the aims and objectives were decided and the process involved in establishing what schools and LAs wanted to achieve from the pilot programme. What might be an important consideration for the future is enabling a much more joined up approach in the early stages of implementing the SEBS programme of work so that schools and relevant LA teams are involved jointly in deciding the overall aims and objectives of the programme and what they want it to achieve. What perhaps LAs need to avoid is an assumption that everyone automatically knows what the SEBS programme is about. A B&A consultant in one LA explained, *‘I have never had a conversation with someone at a senior level [within the LA] about what the LA is trying to achieve [with the SEBS pilot]...I am clear in my own mind, but I have just developed this as I have gone along’*.

In terms of meeting the aims and objectives of the pilot schools and LAs viewed it as a long-term programme of work and were therefore reticent to say they had met the aims and objectives they had set for the pilot. However, a B&A consultant in one LA felt that raising the national profile of SEBS was instrumental in meeting the aims and objectives of the pilot and future secondary SEAL programme. One B&A consultant felt that if the national

profile of SEBS was raised it would create a climate of *'you've got no excuse now'* meaning that schools and LAs might be more inclined to become involved. This might be because they were more likely to have heard of it, or that because it was given national recognition that it should be something they should be giving greater consideration to.

Based on the research evidence, what seems important for schools and LAs to consider in establishing the aims and objectives is that they not only fit with the overall aims and the ethos of the SEBS programme but that they also complement existing whole-school and LA aims and objectives. In this way, the aims and objectives remain true to the ethos of the SEBS programme but also have a sense of familiarity about them which makes them more easily absorbed. The secondary strategy manager in one LA explained, *'I think it [the SEBS pilot] has got to be about meeting local need and giving the skills to pupils that are needed in their particular context...'* This can only be achieved if schools and LAs work together in jointly establishing aims and objectives from an early stage.

4.5 Local and national priorities and initiatives

Across all pilot LAs and schools, interviewees spoke about how well the SEBS pilot fitted with other local and national priorities and initiatives. In one LA the B&A consultant said, *'It has not clashed with Strategy initiatives at all it has enhanced those initiatives'*. This was a view shared by many of the interviewees.

The following initiatives, programmes of work and services were those most frequently referred to as fitting well with the SEBS pilot or areas which would benefit from closer links with the SEBS programme in the future:

The primary SEAL programme

Establishing clear links with the primary SEAL programme was felt to be important. In particular, many interviewees felt that the establishment of the primary SEAL programme was instrumental in supporting a national roll-out of the secondary programme. The B&A consultant in one LA said, *'for the roll-out people have got to know what children have been doing in primary.'*

You will have very emotionally literate children if it's been going for some time.'

Every Child Matters

The Every Child Matters agenda was frequently referred to as an area that fitted well with the SEBS pilot. One LA had used the Every Child Matters outcomes of enjoy and achieve and making a positive contribution as a framework for taking forward their SEBS pilot work. The SEBS coordinator in one school said, '*A lot of what we have done with SEBS has been very closed linked with Every Child Matters*'.

National Healthy Schools Programme

The National Healthy Schools Programme was an area which was also felt to complement the SEBS pilot. For instance it fitted well with work schools were already doing on bullying, drugs and sex and relationships. A healthy schools coordinator, interviewed in the early stages of the evaluation spoke positively of the joint approach her LA had adopted regarding SEBS and the healthy schools work particularly the healthy school theme of emotional health and well-being.

Assessment for learning (AfL)⁴

Interviews also highlighted AfL as an area that fitted well with the SEBS pilot. A B&A consultant in one LA said, '[the SEBS pilot was] *most effective when it was linked with Assessment for Learning*'. The consultant felt that AfL was already a high profile initiative within schools and enabled the assimilation of the pilot with existing work in schools. The B&A consultant in another pilot LA agreed, '*I think it sits well with AfL, in a way it shares some of the key features because it's about developing confidence and listening and speaking skills, autonomy, independence, self-regulation, independence etc. All those aspects of SEBS would link in with what's happening in AfL*'.

Child and Adolescent Mental Health Services (CAMHS)

An interviewee in one LA spoke about the integration of the SEBS pilot with a new CAMHS strategy which had recently been developed in their LA. For some developing a closer alignment and joint-working with professionals from

⁴ A DfES initiative aimed at using evidence to assess pupil learning

CAMHS was an important way of embedding and sustaining the pilot and future programme.

Behaviour and attendance

Many interviewees highlighted how well the SEBS pilot fitted with their existing behaviour and attendance work and the Behaviour and Attendance Strand of the National Strategies. This was particularly noticeable in some LAs where the B&A consultant worked closely with the English and mathematics consultants in developing lessons which included a SEBS focus.

4.6 Key considerations

The findings from section 4 highlighted a range of key points for consideration by schools and LAs in relation to managing the SEBS pilot. These included:

Strategies, systems and structures

- A clear steer within the LA regarding who needs to be involved, why they need to be involved and how the programme fits with and complements existing LA priorities and ways of working is imperative for an effective roll-out of the programme.
- Enable regular opportunity for B&A consultants to collaborate with each other, strategy managers, other consultants and other relevant teams within the LA to enable the programme to embed, facilitate a shared sense of direction, develop ownership of the programme and provide an opportunity for continuous review and sharing of information. Establishing multi-agency steering groups could be one way of achieving this.
- Provide practical support to enable members of staff to manage the programme effectively. By releasing staff and giving them time to attend meetings, training and events, share good practice with colleagues, and oversee the effective implementation of the programme.

Personnel involved in managing the pilot

- Providing a clear outline of roles at the start of the programme and effective delegation of responsibilities and tasks between secondary strategy managers and B&A consultants is important in establishing a strong and effective core team with which to take the SEBS programme forward.
- Take time to involve all relevant personnel from the beginning in order to make a joint decision about where the programme needs to be placed within the LA, to decide how it will complement existing LA priorities and

most importantly what it aims to achieve. Follow this up with regular reviews to monitor if the approach is working or needs amending.

- The management and overall coordination of the pilot within schools should ultimately sit within the senior leadership team in order to provide direction, congruence with existing whole-school policies and to signal a genuine commitment towards a whole-school approach to work in this area.
- The impact of the loss of key personnel during the programme can be minimised by ensuring good team working and sharing of information, embedding the programme within LA structures and frameworks and ensuring recruitment drives acknowledge the importance of the programme and the need to recruit personnel who are committed to the ethos of this programme of work.

Pilot aims and objectives

- LAs and schools need to ensure that the aims and objectives of the programme are clearly defined to all involved and that there is regular opportunity to review and reflect on them.

Local and national priorities and initiatives

- Create ways to formalise links between primary SEAL and secondary SEBS teams within LAs and encourage a joined-up approach to cross-phase work in this area.
- Provide concrete examples of how secondary schools can link their SEBS work with primary SEAL and enable secondary schools to develop links with feeder primary schools that are involved in the primary SEAL programme. Build on the work of primary SEAL steering groups.
- Practitioners can see how the secondary SEBS programme fits with other national initiatives and policies. Build on this knowledge by making links more explicit, championing the secondary SEBS programme alongside other initiatives and programmes of work. Provide clear examples of how initiatives complement each other in practice.

5. Implementing the pilot

This section presents findings relating to the implementation of the SEBS pilot. It draws on interviews with school and LA staff and explores:

- how schools had introduced the SEBS pilot to staff and pupils, and teachers' attitudes towards the pilot;
- schools' approaches to delivering the pilot, including whether they had adopted a whole-school or targeted approach, and whether they were delivering SEBS work through the curriculum or the pastoral system;
- the training and support available to school and LA staff in relation to the SEBS pilot; and
- the approaches adopted for monitoring and evaluating the SEBS pilot.

5.1 Introducing the pilot

This section explores how schools became involved in the SEBS pilot, how it was introduced in schools, and how staff responded.

Involvement in the pilot

Around half of the case-study schools were asked or invited by their LA to get involved in the SEBS pilot. LA staff revealed that schools that were invited to participate had the following characteristics:

- they were already involved in some SEBS-related activity;
- they demonstrated a commitment to the aims of the pilot and a capacity to deliver it; and
- they met the criteria for the pilot, as set out by DfES⁵.

Similarly, most schools reported that they became involved in the pilot because they felt that it would complement existing work they were

⁵ This criteria included the requirement for schools to have a strong senior leadership team, to demonstrate the capacity for a whole school approach, to have had engaged, or be due to engage, in Core Day 4 training, and for schools not to be in special measures.

undertaking to develop the social and emotional skills of pupils, or because the pilot fitted with their school ethos.

Approaches to introducing the pilot

In most of the case-study schools, the SEBS pilot was introduced to staff by the SEBS coordinator in the school, sometimes supported by the B&A consultant, either through an INSET or staff meeting. While some schools had informed the whole school staff about the pilot, others had initially introduced the pilot to teachers in particular year groups or subject departments that were taking a lead in implementing SEBS. Other schools had decided to *'drip-feed'* information about the pilot to staff, to avoid teachers feeling overburdened by a new initiative. A learning mentor in one school, for example, explained during the initial visits to schools, that the pilot *'was introduced through a 'drip' process...assemblies, newsletters...it is a continuous process'*.

In the main, the case-study schools had introduced SEBS explicitly to staff at the outset, and discussed the theory underlying the pilot. However, in a small number of schools, SEBS had been introduced through existing activities in the school, such as behaviour interventions or restorative justice work, and had not been overtly labelled as 'SEBS'. One SEBS coordinator felt that it had been beneficial not to label developments as SEBS because teachers *'see a good idea, rather than a term from the DfES or another initiative they have to do'*. Whilst a small number of schools had chosen to implement the SEBS pilot in conjunction with their behaviour strategies this is not necessarily a reflection of the ethos of the pilot which is about skill acquisition rather than behaviour management.

School staff noted how important it was for the SEBS pilot to be introduced to staff gradually, and in a way that clearly identified why it was needed and what benefits it could bring for pupils and teachers. A Personal, Social and Health Education (PSHE) teacher in one school, for example, stated that the introduction of the SEBS pilot *'needs to be a gentle introduction as something that can help teachers...the aim is to benefit pupils but the way to win over teachers is to say that it will benefit teachers'*. The SEBS coordinator in another school stressed that the pilot *'has to be sold to staff'*.

Some schools had found that one effective way of introducing the SEBS pilot was to find a small group of teachers who were keen to develop ways of

including SEBS in their teaching, who could cascade the outcomes of their work to other teachers, making them aware of the benefits of the SEBS pilot. This was illustrated by a head teacher who had found that having a core group of teachers with responsibility for SEBS had *'encouraged a groundswell of support from the troops'*. A small number of B&A coordinators also highlighted the need for senior management support for the pilot: *'Schools need senior management commitment for it to be adopted by everyone, so you are not relying on one or two people to take it forward.'* Another B&A consultant recommended that schools *'start small from the leadership and make sure that's effective, embedded and understood'*, before introducing it to other staff within the school.

Most schools decided not to explicitly inform pupils about the SEBS pilot, although a small number of schools had held whole-school assemblies to introduce the pilot to pupils. A few schools had also informed parents through parents' evening and/or letters. It may be helpful to consider how parents can be more involved in SEBS work in schools in the future.

Attitudes to the pilot

The interviews with school and LA staff revealed that, on the whole, the SEBS pilot was well-received by schools, and that most school staff were committed to the principles underpinning the SEBS pilot. One Secondary Strategy Manager, for instance, stated that *'schools are fully on board with the philosophy'* of SEBS. Similar views were expressed by school staff, as the following comments illustrate: *'I'm quite sold on it and think it's brilliant'*; *'staff have been positive and understand why we are doing it.'* However, interviewees acknowledged that there was some variation among teachers in their attitudes towards the pilot, and that, in some cases, *'there is still cynicism from staff'*. Indeed, one head teacher reported that one of the main challenges of implementing the pilot was *'winning the hearts and minds of staff at the beginning'*.

Interviewees explained that concerns from teachers were, to some extent, due to a lack of understanding of the aims and objectives of the SEBS pilot. Consequently, several B&A consultants emphasised the importance of informing teachers about the purpose of SEBS and, where possible, disseminating the benefits of the pilot, and examples of good practice. However, interviewees also noted that teachers' workload, and the range of

other initiatives in operation in schools, meant that it was difficult for some teachers to fully engage with, and be committed to, the SEBS pilot. This was summed up by one B&A consultant who stated that the main challenge of implementing the SEBS pilot was, *'helping schools to appreciate that academic standards and league tables are not the only things that are important....teachers are very reluctant to move away from, what they see as, teaching syllabus to teaching skills'*.

The findings from the follow-up questionnaire survey of schools revealed similar findings because although nearly all the respondents to the survey were aware of the SEBS pilot in their school (82 out of 85 respondents), and stated that they understood what was meant by the term 'SEBS' (79 respondents). Around three quarters of respondents (61 out of 82) reported that they were aware of the five areas of the SEBS learning outcomes, while seven respondents were not aware of them, and 14 were not sure. This suggests that some school staff may benefit from more detailed information about the SEBS pilot, and the principles underpinning it, to help them fully engage with their schools SEBS work.

Whilst school and LA staff were supportive of the ethos and principles underpinning the SEBS pilot it was obvious that many of the pilot schools had 'slowed down' in relation to their roll-out of the pilot between case study visits in phase 1 and phase 2. This was evident not only from interviews with school staff but also, as previously mentioned, the relatively low response rate to questionnaires in phase 2 compared with phase 1. In phase 2 there was a definite 'change' in attitudes towards the implementation of the pilot which was evident from the fact that two schools did not return any questionnaires in phase 2 of the evaluation and the remaining eight schools each returned fewer completed questionnaires compared with phase 1. In addition, one school said they did not wish to participate in a follow-up visit. On asking schools directly about this many staff said that the pilot had not been a priority due to their involvement in other programmes of work and initiatives combined with the pressures of delivering their core curriculum and teaching and learning responsibilities.

Interviews with staff in the pilot case study schools also explored their understanding of SEBS. What was apparent in the interviews with school staff was the range of responses staff provided when asked about their

understanding of SEBS. These are examples of how school staff replied when asked what they understood by the term SEBS, *'Thinking about the way students interact in a social level around the playground, in the corridors, in lessons. Getting them to think more appropriately about their own behaviour, what is good behaviour, what is acceptable behaviour but not just in school but getting them to learn the necessary skills to use outside of school as well'* (English teacher). In another school the head teacher said, *'The SEBS thing is about seeing the child as a whole, the holistic child and is completely in alliance to what we are about as a school'*. The SEBS coordinator in another school said, *'I think it's to do with developing social, emotional and behavioural skills of students and staff and our ability to meet the needs of students and it's all linked with and feeds into student's ability to learn'*. In one school the school administrator said it was something they had always done, *'Caring for the children in a way that we have always done; we are just putting a label on it'*. Similarly the healthy schools coordinator in who worked closely with one of the pilot schools said, *'It is something that is done naturally in school all the time'*. In another school the school receptionist said, *'I have heard of the term and it means looking after children with emotional and behavioural problems'*.

A teaching assistant in one school felt SEBS was about motivation and *'building self-esteem'*. Terms such as 'emotional intelligence' and 'emotional literacy' were also used, for example, *'Kids becoming more emotionally intelligent, ways [that] they interact, behaviour, modelling good behaviour...'* (PSHE teacher) and *'It is a pilot about emotional literacy and that is key to succeeding in life'* (teacher).

In general, school staff held different perceptions about the meaning of SEBS. Some interviewees provided more in depth commentaries whilst others viewed the term more simplistically. The comments were also taken from a wide cross-section of school staff which illustrates different levels of understanding across schools.

Whilst the questionnaire findings indicated that the majority of school staff knew what was meant by the term SEBS the case study interviews highlighted that the level of understanding often differed among staff. For instance, staff within the senior leadership team tended to have a more in-depth understanding of SEBS whilst teaching staff and support staff were less likely

to understand the term as comprehensively. Some staff had heard the term mentioned and had a vague idea of what it meant; others had attended formal training sessions and were more knowledgeable about it; whilst a third group were not necessarily familiar with the term but they were familiar with the work it incorporated and they understood the ethos of SEBS. For instance, in one school most of the teaching and support staff had not heard of the term itself but felt they were involved in SEBS type work such as anger management classes and anti-bullying work and they had a clear understanding of how this fitted in with the ethos of the school and existing work they were doing in supporting pupils with their behaviour and social and emotional well-being. A head of year in one school commented, *'I have heard of the term but [I] am not familiar with it'* and this seems to be typical of how many teaching and support staff understood the SEBS pilot.

The case studies highlighted a real diversity and differentiation in levels of understanding of SEBS amongst school staff. However, this did not mean staff did not participate in SEBS work or in the pilot but more that they may not be explicitly aware that they were. A number of staff in schools were familiar with the term 'emotional literacy', mainly because this was how this area of work had been introduced to them. In the main, school staff were clear about a link between SEBS and academic achievement and learning and many schools understood the importance of developing staff SEBS as well as those of pupils.

In general, local authority interviews suggested that most schools had accepted the term SEBS and were using it. One B&A consultant said, *'SEBS as a phrase has become part of the language within the schools I am working with'*. Local authority interviewees spoke a great deal about the work they had undertaken with schools in helping them understand the meaning of SEBS. The strategy manager in one local authority spoke of the work they had carried out with schools around Core Day 4 regarding the definition and terminology of SEBS; she felt that schools understood the link between emotions and learning. There were various elements which were deemed important in helping schools understand the SEBS pilot, in particular, assuring schools that it was not 'another' initiative, by raising awareness and understanding about how it complemented the SEBS work they were already doing in school. LAs also commented on the importance the school senior

leadership team understanding SEBS in developing a whole-school understanding.

The main issues for schools, regarding understanding SEBS, seemed to revolve around the focus of the work. For instance, some interviewees felt that in a couple of schools there was an understanding that SEBS was for pupils with ‘issues’, *‘there is some of that ‘oh yes it is only for the ones with problems’*. In other schools there was an understanding that SEBS should be focused on pupils with more extreme emotional and/or behavioural difficulties. Some authorities felt schools’ understanding of the SEBS pilot was influenced by their previous experience of this area of work and explained why it meant different things depending on the interviewee.

Regarding pupil and parent understanding of SEBS, most school staff said that they had not referred to the pilot or the term SEBS specifically when introducing the work to pupils or parents. They did not feel it was particularly important for pupils to be familiar with the term. Most of the interviews with pupils reflected this. However, one or two pupils did know what the term meant when asked specifically about it. One pupil spoke about trying to get along with other people, *‘without SEBS we would argue’*. However, this was very much the exception rather than the rule. A note for consideration is that whilst schools may not have felt it was particularly important for pupils to be aware of the term ‘SEBS’ this does not mean that pupils should not understand the philosophy, theory and language which underpin this area of work.

On the whole, school staff’s understanding of SEBS varied depending on the approach taken by schools in implementing the pilot e.g. whether they had introduced the term explicitly to staff or if they had adopted a more covert approach. Clearly, the term can be interpreted on many levels and can be difficult to define concisely. What appears to be important is that LAs and schools work together to understand what the term SEBS means to them in order to develop a consistent and meaningful approach in its delivery.

5.2 Approaches to delivery

Once schools had raised teachers’ awareness and understanding of the SEBS pilot, many undertook a process of identifying the needs of the school and ways in which the SEBS pilot could meet these needs. All the case-study

schools were implementing the pilot according to their own unique needs and, for many schools, understanding their needs and priorities had been an important step. Schools used a range of different methods to help them understand these needs, including surveys of staff, parents and pupils, discussions with staff and B&A consultants, and audits undertaken by external agencies or consultants. Schools were then able to start implementing their SEBS work, either by introducing new areas of SEBS work and/or developing and improving existing areas. Alongside the decision to introduce new areas of SEBS work or develop existing areas were other considerations such as whether to target specific groups of staff or pupils or the whole-school, and whether to implement SEBS throughout the curriculum, through the pastoral system or within certain subjects. These issues are considered in the sections below.

The implementation of the SEBS programme appeared to be *'a dynamic process'*, with schools gradually developing and expanding the SEBS work they had undertaken, and most school staff viewed the SEBS programme as a long-term project, that would develop and become more embedded in the school over time. This was summed up by one B&A consultant, who emphasised the importance of schools understanding that the SEBS pilot *'isn't a quick fix...so that it becomes rooted in the school's vision and philosophy for improvement.'* As a result, there had not been any major changes in the way that the case-study schools had approached the delivery of the SEBS pilot between phase 1 and phase 2 of the research study, although schools had made small developments in their implementation of the pilot. However, it is worth noting that, in a small number of cases, school and LA staff felt that schools' focus on the SEBS pilot appeared to have reduced over the course of the pilot, due to other priorities taking precedence. One B&A consultant, for instance, stated that, in the second year of the pilot, *'the momentum has been lost'*, and another reported that *'we have found it more difficult to keep the active engagement of schools'*.

Targeted or whole-school implementation

The phase 2 school questionnaire specifically asked school staff if there had been whole-school implementation of the SEBS pilot in their school. However, at no point during the evaluation did the research team provide schools with a definition of 'whole-school' meaning that schools may have different interpretations of what 'whole-school' means. Some schools may

have felt they had a whole-school approach because they had introduced the pilot across the whole school and were not targeting it at particular groups of pupils or staff whereas other schools may have interpreted ‘whole-school’ as being more about adopting the pilot across the curriculum. This should be noted when interpreting the following findings.

More than half of school staff (47 out of 82) who responded to the follow-up questionnaire survey stated that there had been whole-school implementation of the SEBS pilot in their school. Fifteen respondents said that there had not been whole-school implementation; while a further 19 respondents were unsure.

The case-study visits to schools provided further detail about schools’ delivery approaches, and revealed that, while there was variation in how schools had decided to implement the SEBS pilot, on the whole, most schools had adopted a combination of both targeted and whole-school implementation.

Seven of the ten case-study schools visited stated that they had adopted a **whole-school** approach to the SEBS pilot (the remaining three schools targeted the pilot at a particular year group or subject area, as discussed below). These schools had tended to introduce the SEBS pilot to all staff in the school, and had encouraged all staff to model and reinforce the principles of SEBS among pupils. A small number of schools had also made all pupils aware of the pilot, and displayed information about SEBS throughout the school. Staff in three of the schools with a whole-school approach indicated that all teachers across the school were encouraged to include SEBS learning objectives in their lessons and indeed, in one of these, all staff across the school had followed a SEBS theme, which was varied on a termly basis. The remaining schools had adopted a more pastoral whole-school approach to the pilot, and had incorporated SEBS into their behaviour policies or rewards systems. One school, for example, had introduced a new behaviour policy, ‘Behaviour for Learning’, at the same time as the SEBS pilot, and they viewed SEBS as underpinning this policy.

The follow-up questionnaire survey also asked respondents to list up to three key factors which they felt were important in ensuring an effective whole-school roll-out of the SEBS programme in secondary schools. Just under a third of respondents (24 out of 82) said that staff training was important;

around a fifth of respondents (14 out of 82) said that staff needed to be aware of the impact and understand the benefits of the SEBS programme; and similar proportions of respondents stated that raising pupil awareness of the SEBS programme (13 out of 82) and communication with staff (12 out of 82) were also important factors.

The case study visits also found that schools often had support mechanisms and activities in place for pupils across the school which, although were not specific to the SEBS pilot, were linked to it. These included:

- buddy clubs or peer mentor systems for pupils;
- homework clubs;
- learning mentors;
- youth counsellors;
- isolation or chill out rooms with support workers;
- enterprise activities; and
- intensive courses for small groups of pupils (for example, on anger management, bullying, restorative justice and self-esteem).

In general, school staff recognised the benefits of a whole-school approach to the SEBS pilot, and felt that encouraging whole-school ownership of SEBS work would lead to SEBS gradually becoming incorporated into the school ethos. The SEBS coordinator in one school, for example, explained that the SEBS pilot has *'got to affect the whole culture, the whole way the school works, or it won't have any effect.'* The coordinator in another school expressed a similar view: *'It's no good working in little pockets. You've got to spread it out to the whole school and you can't do that without joining all the areas up, otherwise it's another initiative and we didn't want it to be that. It's go to be a philosophy of the way you work rather than another initiative.'*

These views were echoed by the LA staff interviewed, and indeed, many of the B&A consultants reported that they had encouraged schools to focus on adopting a more whole-school approach to SEBS during the later stages of the pilot. The Secondary Strategy Manager in one LA, for example, stated that: *'It's about 'whole-schooledness, rather than one person or a group of people. You need that person or group of people to drive it forward but it is about everybody having a role to play in its implementation.'*

However, both school and LA staff acknowledged that adopting a whole-school approach to SEBS brought some challenges, as not all school staff were equally enthusiastic about the pilot, due to workload issues, and the range of other initiatives in schools. As one B&A consultant asked, *'how do you effectively fit it in with everything else? How do you prioritise?'* As a result, eight of the ten case-study schools had implemented a more targeted approach to the pilot (often in combination with an informal whole-school approach), which involved particular year groups of pupils, or particular subject departments. This approach involved small groups of teachers, most commonly those with a particular interest in SEBS work, trialling SEBS activities or pieces of work, with a view to feeding back their experiences to other teachers within the school.

Where the SEBS pilot had been **targeted** at a particular year group, this tended to involve Year 7 or 8 pupils. This was reported to either be because it was felt that the pilot could help support these pupils' transition into the school, or because the school wanted to start the pilot with the youngest pupils in the school, so that it would expand throughout the school as the pupils progressed up the school.

Three schools appeared to be focusing the SEBS pilot in particular subject departments, most commonly, PSHE, English, drama, Religious Studies and science. These had been selected because they were considered to be the easiest subjects in which to include SEBS-related work, or because a particular member of staff in these departments was motivated to deliver SEBS work. Further details about how SEBS was delivered through the curriculum are provided in the sections below.

Pastoral or curriculum implementation

At the time of the initial visits to case-study schools (April – July 2006), most of the schools were implementing SEBS predominantly through the pastoral system, either through subjects such as PSHE, Citizenship or Enrichment Studies, or through activities and support mechanisms such as circle time⁶, support groups, peer mentoring and counselling. The SEBS coordinator in one school explained (during phase 2 of the research) that delivering SEBS through the pastoral system was the easiest approach to start with at the outset of the pilot, but that now they had a base from which to start, they were beginning to incorporate SEBS objectives within the curriculum. At the time of the second visits (January – March 2007), six of the case-study schools had either started to or were about to introduce the teaching of SEBS within the curriculum.

While some schools were particularly targeting the pilot at a small number of subject areas (as noted above), three schools reported that they were encouraging all teachers to include SEBS objectives within their lessons. These schools felt that, if teachers were creative in their teaching approaches, it was possible and appropriate for all subject areas to include SEBS in their lessons, as the following comment by one SEBS coordinator illustrates: *‘Some people say SEBS doesn’t lend itself to lessons, but every lesson lends itself in terms of delivery’*. Furthermore, in one of these schools, each subject department was required to submit a lesson plan, incorporating SEBS objectives, to the SEBS coordinator each month, for monitoring purposes.

Teachers in five of the case-study schools reported that they had developed schemes of work which incorporated SEBS learning outcomes and, on the whole, teachers felt that these had worked well. However, the school staff interviewed had mixed views about whether teachers should be expected to include SEBS objectives in their lesson planning. Some interviewees considered that, given teachers other commitments, it was too much work, and felt that *‘it should be more of an offer than an imposition’*. However, others felt that this should be encouraged as it would facilitate SEBS becoming

⁶ Circle time is a group activity in which any number of people sit down together with the purpose of furthering understanding of themselves and of one another. It can involve discussion, and cooperative activities and games, and aims to encourage the development of positive relationships among pupils, self-confidence and key skills, such as speaking, listening and empathy. (DfES, 2007)

embedded within the school. One teacher, for example, felt that it *'would force teachers to think about it [SEBS] until it becomes a natural part of their teaching.'* Another commented that, *'the best way to maintain SEBS is to get it into the schemes of work...it's not difficult'*.

The follow-up questionnaire survey of schools asked staff to provide examples of how they had incorporated the five areas of the SEBS learning outcomes into their professional practice. The most common approaches through which respondents addressed the SEBS outcomes included the following:

- group work (14 respondents);
- discussion of issues (11 respondents);
- self-assessment (seven respondents);
- themed lessons (six respondents);
- sharing key objectives with pupils (six respondents);
- tutor time (four respondents);
- rewards or praises (four respondents);
- plenary issues (four respondents);
- drama (four respondents);
- assemblies (four respondents);
- PSHE (four respondents);
- practical work (three respondents);
- pastoral work (three respondents); and
- 'Pupil voice' mechanisms (including student council) (three respondents).

In addition, whilst the questionnaire did not ask respondents explicitly which of the five areas of the SEBS learning outcomes (i.e. self-awareness, managing feelings, motivation, empathy and social skills) they were incorporating in to their teaching and professional practice, some schools did provide this information. As mentioned earlier, around three quarters of respondents said they were aware of the five areas of the SEBS learning outcomes. Of these, ten respondents went on to say that they were focusing on empathy, nine mentioned social skills, eight respondents reported they were focusing on motivation, six said managing feelings and three said they were focusing on self-awareness.

Each of the respondents who reported they were focusing on empathy provided an example of how they were facilitating the teaching and learning of empathy skills. This included: through themed lessons, mediating disagreements between pupils, through role-play, lessons which focused on homelessness, drawing attention to empathy when reading books, through pupil discussion and in lessons such as PE where one respondent said they were teaching empathy through disability.

Respondents who mentioned they were focusing on social skills said this was facilitated predominantly through group work and opportunities for pupils to work as a team. One respondent said they were teaching social skills through their school play production.

In the cases where respondents mentioned a focus on motivation, one respondent said this was being achieved through one to one discussions with pupils about their current and future performance levels. Another respondent said they were asking pupils to set their own attainment targets. Other respondents also provided examples, which included: using role models, through regular evaluation of pupils work in lessons and group work.

Where respondents said they were focusing on managing feelings, examples of how this was being facilitated included: running specific courses (e.g. anger management), circle time, encouraging pupils to discuss their feelings in tutor time and enhancing relationships through discussion.

Respondents who mentioned they were focusing on self-awareness also provided some examples of how they were facilitating this. This included: PSHE lessons, using emotional auditing tools, through careers education and group work.

5.3 Training and support

This section explores the training and support available to school and LA staff in relation to the SEBS pilot.

For LAs

On the whole, B&A consultants reported that they felt well-supported in their role of implementing the SEBS pilot. Most interviewees reported that they received sufficient support and guidance from their colleagues, through strong line management and regular opportunities to meet with the secondary strategy manager and other B&A consultants within their authority. A small number of B&A consultants also indicated that they welcomed the opportunities they had been given to work with, and receive guidance from, other colleagues in their LA with expertise in this area, such as the healthy schools coordinator, and primary SEAL coordinator. Staff in one LA, however, felt unsupported in implementing the SEBS pilot, and indicated that they had been given little guidance and direction from senior colleagues in the LA on how the pilot should be delivered.

Networking opportunities between LAs involved in the SEBS pilot also appeared to be a good source of support for B&A consultants – staff in five of the six LAs involved in the phase 2 telephone interviews reported that they had links with other pilot LAs, and the remaining one LA would have valued such links. While some B&A consultants indicated that support was limited to the sharing of ideas and resources between pilot LAs at national network meetings, others reported that they were in regular e-mail contact with their peers in other pilot authorities. B&A consultants valued this chance to link with other LAs as it provided not only an opportunity to *'share successes and frustrations'*, but was also a source of reassurance that they were implementing the pilot in line with other pilot authorities.

In the main, the LA staff interviewed reported that they had not received any formal training in connection with the SEBS pilot. One B&A consultant reported attending training on counselling skills which, although not directly linked to the SEBS pilot, had explored issues related to social and emotional development. While some consultants felt that they did not require training in relation to the SEBS pilot, as they were experienced professionals in this area, others felt that they would have benefited from some professional development, particularly during the initial stages of the pilot. The strategy manager in one LA, for instance, felt that, *'people need their own professional development, rather than just facilitating that for others'*.

For schools

The extent to which school staff had received training related to the SEBS pilot appeared to vary across the pilot schools and the case-study visits indicated that most of the training teachers had received was not specifically linked to the SEBS pilot. This included, for example, training in behaviour management, emotional literacy, role modelling and ‘the language of choice’, which teachers felt were linked to the SEBS pilot.

The follow-up questionnaire survey of schools revealed that two thirds of respondents (54 out of 82) indicated that they had received training and/or support specifically in relation to the SEBS pilot. A further 22 respondents reported that they had not received any training or support specifically in relation to the SEBS pilot, while a further two respondents were unsure. This training seemed to have been very effective in helping schools understand the SEBS pilot, as just under half (25 out of 54) of those that had received training or support said that it had helped their understanding of the SEBS pilot ‘to a great extent’; while a further 28 respondents indicated that it had helped them ‘to some extent’). However, the SEBS-specific training and support seemed to have been less effective in helping teachers to *implement* the SEBS pilot in their school, as only 14 respondents indicated that it had helped them ‘to a great extent’. A total of 35 respondents reported that the training and support they had received had helped them implement the pilot ‘to some extent’, although five respondents said that it had not helped them at all.

The follow-up questionnaire survey also asked respondents to provide details about the training and support they thought that schools needed in order to help them understand and implement the SEBS programme. Sixty one respondents provided a response. The most frequently reported response was examples of good practice, this was stated by 11 respondents. In-Service Education and Training (INSET) was reported by eight respondents, the provision of ongoing training was reported by seven respondents and providing model lesson plans and ideas for integrating SEBS in to lesson plans was reported by six respondents.

The findings from the case-study visits to schools revealed that, in most schools, there had been initial training sessions at the start of the pilot, generally for all school staff, which provided an overview of SEBS and how the pilot would be implemented in the school. These introductory training

sessions explained, for instance, the theory of SEBS and how teachers could incorporate it in their lessons. In two schools, teachers were given the opportunity to assess and discuss their own SEBS, which enabled them to reflect on their own interactions and relationships with pupils.

The interviews with school staff suggested that whilst initial training sessions had been available at the start of the pilot there had been little subsequent training for teachers that was directly focused on the SEBS pilot. Indeed, the provision of ongoing training was highlighted by some of the questionnaire respondents as a way of helping schools understand and implement the pilot. Several school interviewees thought that they would benefit from additional training related to the SEBS pilot, although they acknowledged that they had limited time in which to undertake such training. One SEBS coordinator also thought that there should be training for learning support assistants and for Newly Qualified Teachers (NQTs) to ensure that SEBS becomes embedded in standard practice across the school.

The main sources of support for schools appeared to be the B&A consultants and the local network meetings for pilot schools. The local network meetings provided schools with the opportunity to meet other pilot schools and exchange ideas and good practice, while the B&A consultants provided schools with more targeted support in particular areas of the implementation of the SEBS pilot, either through visits, or remote contact. In general, the school staff interviewed valued these two sources of support, particularly the opportunity to share practice with other schools. This was summed up by the SEBS coordinator in one school which did not currently have links with other pilot schools: *'It would be nice to see what other people are doing...we work in isolation at the moment'* (see section 3).

In order to support schools with the delivery of the SEBS pilot, two LAs organised writing workshops for teachers to develop exemplar SEBS materials. Teachers that had attended these workshops appreciated the opportunity this gave them to share ideas with other schools, and in one LA, this had led to two schools working in collaboration to develop common schemes of work that incorporated SEBS learning outcomes.

There also appeared to be more informal opportunities for support for teachers from within their school, for example, through discussions within tutor teams or subject departments, or within whole staff meetings, and lesson

observations and, indeed, some interviewees considered this to be the most effective form of support and professional development.

5.4 Monitoring and evaluation

The monitoring and evaluation approaches adopted by the case-study LAs and schools appeared to fall into two categories:

- monitoring and evaluation of schools' progress with the implementation of the SEBS pilot; and
- monitoring and evaluation of the outcomes of the SEBS pilot.

These two approaches are discussed in turn below.

At the time of the phase 1 interviews with LAs and schools although a range of monitoring and evaluation approaches were reported, it tended to be limited to **monitoring of the implementation of the SEBS pilot itself**, rather than the outcomes, and was predominantly carried out by the B&A consultants. This did not appear to have changed noticeably at the time of phase 2 of the research.

All schools were required to complete action plans for the SEBS pilot, some of which were linked with their Ofsted SEF and school improvement targets. These action plans appeared to be a good source of information from which B&A consultants and schools themselves could review their progress on the pilot, and the extent to which they were meeting their aims and objectives. The following comment from a B&A consultant in one LA illustrates the benefit of this monitoring for schools: *'It's all part of keeping it on the agenda...schools all had action plans, so if they know how they are progressing with their own criteria, it helps them move on'* (see section 3).

Several B&A consultants highlighted the usefulness of the local network meetings in monitoring the development of the pilot, as they provided opportunities for schools to feedback to the LA, and to other schools, about how they were implementing the pilot, and meeting their specific targets. They also provided opportunities for B&A consultants and strategy managers to discuss progress with all pilot schools directly. While in most LAs, this

feedback and discussion provided an informal opportunity for monitoring and evaluation, other LAs had taken a more formal approach to network meetings, as they required schools to provide verbal and written progress reports. See Section 5.5 for an example of such an approach.

Visits to schools and telephone contact also provided B&A consultants with good opportunities to assess schools' progress with the implementation of the SEBS pilot, and to support school staff in reflecting on how they would develop their SEBS work further in the future. However, the regularity of such visits to schools varied across LAs, and in some cases, had reportedly declined over the course of the pilot. Visits to schools by HMI and National Strategies were also common, and B&A consultants welcomed the feedback from these visits on schools' progress.

At a LA level, B&A consultants provided regular feedback, generally through meetings or e-mail contact, to the Secondary Strategy manager to ensure that the pilot was developing in line with LA targets and national aims and objectives.

As reported above, the **monitoring and evaluation of the outcomes of the SEBS pilot**, for schools and pupils, was less embedded in LAs and schools, even in phase 2 of the research, and interviewees noted the challenge of undertaking such evaluation work. While some LA and school staff reported difficulties in identifying appropriate monitoring and evaluation methods or tools (particularly because most schools were not focusing on SEBS learning outcomes), others expressed doubt that many of the outcomes of the SEBS pilot could be measured through formal means. The B&A consultant in one LA, for example, stated '*It is difficult to draw inferences...the outcomes expected from the pilot have been too optimistic...they are only subjective at this stage.*' Similarly, the SEBS coordinator in one school explained problems with monitoring impact in non-mainstream schools, '*it's very difficult to find a measure for our children*', and highlighted the difficulty in conducting any long-term monitoring and evaluation due to the transient nature of their school population. Other school staff identified the difficulty of attributing any changes in the school, and in individual pupils, to the SEBS pilot, as the head teacher in one school summarised, '*We are doing so many other things that trying to pinpoint it [the effect of the SEBS pilot] is very difficult*'. In one local authority the B&A consultant reiterated this, '*You compare them one term with the next but there are so many factors that could be impacting on*

what you are seeing...can you attribute progress to SEBS or is it just that it's not raining?'

Despite these challenges and concerns, some schools and LAs had developed ways in which to monitor and evaluate the outcomes of their SEBS work which may or may not have been related to the SEBS pilot. In some schools, this had involved monitoring pupils' behaviour, attendance and punctuality which gave schools some indication of changes in the school. Other schools had developed monitoring and evaluation methods that were more directly focused on their actual SEBS activities rather than outcomes. These included the following:

- observation of lessons (conducted either by fellow teachers or B&A consultants) to assess how well teachers are incorporating SEBS objectives;
- teachers keeping diaries that monitored the success of particular activities or teaching methods aimed at improving pupils' SEBS;
- use of specific tools aimed at assessing pupils' SEBS, such as the Individual Emotional Literacy Indicator, and Assessment for Learning;
- conducting surveys or focus groups with pupils' to gain their feedback on specific activities or to evaluate the outcomes of activities and teaching approaches; and
- teachers completing evaluation sheets when they use SEBS pilot materials to assess the success of these in supporting teaching and learning.

Examples of some of these approaches are presented in Section 5.5.

The variation in LAs' and schools' approaches to monitoring and evaluation, and the concerns that many interviewees expressed, suggest that schools and LAs would benefit from further support and guidance in this area. Opportunities for B&A consultants and school staff to share ideas and best practice regarding monitoring and evaluation techniques may also be beneficial, and this will be particularly important for the national roll-out of the SEBS programme.

5.5 Examples from case-study schools

Introducing the pilot

An example of how one school had introduced the SEBS pilot to teachers is provided below.

Session in staff meeting

A regular feature of staff meetings at one school was a ten minute session, or ‘hotspot’, delivered by teachers on, for example, their subject area, or a new teaching and learning approach they were using. The SEBS coordinator used one of these sessions at the start of the pilot to first introduce the ideas of SEBS to staff by discussing how looking at empathy could be used within the context of a geography lesson. The coordinator explained that ‘*this was to promote it and say that the pilot is on its way*’. There were subsequent sessions on other aspects of the SEBS pilot throughout the course of the pilot

Approaches to delivery

As discussed in Section 5.2, schools had adopted a range of approaches to delivering the SEBS pilot. Some examples of the work that schools had undertaken are provided below.

SEBS in the PSHE curriculum

One school has explored opportunities to include SEBS in PSHE lessons, and to highlight specific SEBS learning outcomes. In Year 7, the PSHE curriculum includes a topic on Fair Trade, and the way in which this was delivered was amended as a result of the SEBS pilot. This topic was previously delivered through pupil discussion, but the teacher decided to make the lesson more interactive, with a game where the pupils worked together, acting as chocolate producers. Following this game, the pupils had to write a review of how they felt. The template for this review was developed by the teacher to relate to each of the five SEBS learning outcomes (for example, ‘Here are some of the feelings I experienced during the game....’). As a plenary to all PSHE lessons, the teacher asks the pupils which SEBS they have used and what they have learnt as a result.

Reinforcement of SEBS in school

One school had explicitly introduced SEBS to pupils, through presentations in assemblies. These are carried out on a termly basis so that the profile of SEBS remains high. Each pupil was also given written information about SEBS, and the five learning outcomes, and how these fit with their learning. The five SEBS learning outcomes are also displayed in all classrooms, with a visual symbol to represent each outcome. These act as a constant reminder to pupils, and also as a resource for teachers and pupils to refer to in lessons. The SEBS coordinator in the school felt that it was important that SEBS was regularly referred to so that it '*becomes part of our every day life*'.

Joint SEBS schemes of work

One school had developed a joint scheme of work for English and drama, which incorporated SEBS learning outcomes. The English syllabus for Year 8 included a book, *Kensuke's Kingdom*, which contained SEBS-relevant issues, such as empathy and personal relationships. As part of English lessons focusing on this book, the pupils developed individual timelines of events in their lives, at school and at home, both positive and negative. The teacher asked the pupils to write this timeline down, as she was aware that some pupils are reluctant to talk about their own lives in front of their peers. Drama lessons were developed to link with the issues the pupils had discussed in English, for example, the pupils took part in role play exercises exploring why young people rebel against their parents, and understanding parents' point of view.

Training and support

An example of the training provided for schools by one LA is illustrated below.

Support with developing resources

In order to support schools in the delivery of the SEBS pilot, and keep the impetus of SEBS in the pilot schools, one LA arranged a writing workshop for teachers to develop exemplar SEBS materials that could be shared with other schools. Writing workshops were arranged at various locations with the authority, to ensure that as many schools as possible could attend. These workshops led to a range of outcomes including the development of SEBS audit materials, resources covering a range of themes for assemblies and circle time, and lesson plans for various subject areas, including Citizenship, geography, music and English.

Monitoring and evaluation

As reported in Section 5.4, several LAs used the local network meetings as an informal way of monitoring and evaluating schools' progress with the SEBS pilot. However, some LAs were using these local network meetings as a more formal mechanism for monitoring and evaluation, as the following example illustrates:

Local network meetings

At local network meetings in one LA, schools are required to report, both verbally and in writing, on their progress with the SEBS pilot. The information they are asked to provide includes what they have done in relation to the SEBS pilot since the previous meeting, what they have found works well, what barriers they have encountered, what they plan to do next, and what support they would like to help them implement the SEBS programme. This feedback helps to focus schools on their progress with the pilot and acts as a catalyst for discussion among the other schools at the meeting.

Other LAs had used the outcomes from their monitoring and evaluation work as a means of supporting teachers to improve their teaching practice in relation to SEBS, as illustrated by the following two examples.

Lesson observation

In order to assess how SEBS learning objectives were being incorporated into lessons, the B&A consultant in one LA tracked a class of Year 8 pupils across all the lessons they had in a day. Through this lesson observation, it was concluded that there was a great deal of variation in the way SEBS was included in lessons, and that, in general, there was not sufficient explicit reference to SEBS objectives, and little opportunity for pupil reflection and discussion. The B&A consultant met with each teacher individually to discuss her observations, and supported the teachers in developing ways in which lessons could be improved.

Use of diaries

In one school, teachers provided written updates on a monthly basis to the SEBS coordinator in the school about the SEBS work they had been trialling with their pupils. Some teachers also kept written records, or diaries, of the activities or teaching methods that they felt had been successful – ‘golden moments’, as the school termed them – as well as those that had not been successful. This enabled the SEBS coordinator to have detailed knowledge of the schools’ progress with the pilot, and provided a good opportunity for teachers to reflect on their teaching practices and learn from their experiences, as well as to share their positive experiences with colleagues

5.6 Key considerations

The findings from section 5 highlighted a range of key points for consideration by schools and LAs in relation to implementing the SEBS pilot. These included:

Introducing the pilot

- In order to engender whole-school commitment to the SEBS programme and reinforcement of the programme outside of school, schools should consider how to promote the programme so that all school staff and parents are aware of it, and know how they can contribute to developing the programme in the school. Appointing a ‘SEBS champion’, or staff working group, may be one way of achieving this.
- LAs and school may wish to consider providing school staff with an overview of the SEBS programme which is concise and illustrates key points about the theory behind the programme, its aims and objectives and how it complements existing practices. This could be followed by regular updates and briefings, through, for example, staff meetings and newsletters.
- In order to encourage whole-school commitment to SEBS, it is important that school staff are adequately informed about the aims and objectives of the SEBS programme and the principles underpinning it. The potential benefits of the programme, for staff and pupils, should also be ‘sold’ to staff and providing concrete examples of the potential impact of this area or work would be useful. However, it is important not to overload school staff with too much information at the outset.
- It may be effective for schools and LAs to provide explicit reference to the parallels between the SEBS programme and other programmes or initiatives at national, local and school level (such as the National Healthy Schools Programme, and Every Child Matters). This may facilitate a clearer understanding of the programme and reassurance that it aims to

build on existing practice rather than creating additional work for school staff.

Approaches to delivery

- It is important that each school's approach to the implementation of SEBS reflects their own context and needs. They should ensure that they have a realistic plan for how they will implement the SEBS programme, with an achievable timescale – they should not try to do too much too soon, but view the programme as a gradual, organic process, which aims to eventually have a whole-school focus. This approach needs to be adopted not only in practice in schools but also in policy making.
- In order for the SEBS programme to become embedded in the ethos of the school, it is important for schools to involve all members of staff, pupils and parents in delivering and supporting the teaching and learning of SEBS.
- LAs need to consider ways of supporting schools to keep them actively engaged with the SEBS programme over time. This may be achieved, to some extent, through introducing a system of regular reviews including review of schools' action plans, facilitating collaborative work between LAs and schools, ensuring schools are not overloaded with information and creating opportunities to champion and celebrate achievement in this area.
- It may be helpful to produce 'SEBS information packs' for teachers, for example, for each subject area. These could be in hard-copy and could contain key information about the programme and examples and activities which staff could easily refer to.
- Schools should build on the enthusiasm of members of staff with an interest in this area of work by delegating areas of SEBS work which individual staff can take forward and then feedback to colleagues
- Schools and LAs may benefit from a centralised web resource either at local or national level which contains examples and activities which they can download, provides details and links to work other schools and LAs are involved in and contains links to other relevant websites and information sources.

Training and support

- LA and school staff would benefit from a consistent and unified approach to training and support in relation to the SEBS programme, particularly during the initial stages of implementation, to ensure that all stakeholders have a shared understanding of SEBS and the aims and objectives of the programme.
- Auditing the training needs of local authority staff involved in the management and delivery of the SEBS programme (e.g B&A consultants).

- LAs and schools should consider a rolling programme of training and induction for new members of staff to ensure that all staff have a shared understanding of SEBS and that the programme becomes embedded in standard practice in the school.
- LAs and schools should seek networking opportunities for collaborative learning and the sharing of ideas and good practice with staff in other schools and authorities.

Monitoring and evaluation

- It is important for schools and LAs to consider the collection of baseline data on pupils' SEBS, for example, through standardised tests, teacher assessment, and school behaviour monitoring information. Ideally, this would be collected prior to the national roll-out of the SEBS programme or, at least, in the very early stages, so that progress with the implementation of the programme and the outcomes of SEBS work can be assessed.
- Schools, with the support of B&A consultants, should undertake regular reviews of how SEBS fits with, and is developing within, their whole-school planning.
- Schools and LAs would benefit from further guidance and support in relation to finding appropriate ways to monitor and evaluate the SEBS programme, and opportunities for sharing ideas with peers in other schools/LAs.

6. Impact and outcomes

This section discusses about the impact and outcomes of the secondary SEBS pilot in schools and LAs to date and considers future impact. However, it should be noted that the main focus of the evaluation of the SEBS pilot was how it was being implemented rather than its impact. This was mainly due to the relatively short time scale within which the evaluation was carried out and because it was difficult to isolate impacts which were solely due to the pilot given the range of other initiatives and programmes of work currently taking place in schools. In addition, as mentioned in section 5, most monitoring and evaluation in relation to the SEBS pilot, tended, at this stage, to be limited to the implementation of the SEBS pilot, rather than the outcomes. With these factors in mind schools and LAs did highlight a range of impacts and outcomes which they felt could be partially or wholly attributable to the SEBS pilot. These are considered in the following section.

6.1 Current impact and outcomes

The follow-up school questionnaire asked respondents to consider what impact they thought the pilot had had in their school in a range of areas (see Appendix 4). Over three quarters (62 respondents) said that the pilot had a ‘considerable’ or ‘some’ impact on the development of SEBS in pupils. Just under three quarters of respondents felt the pilot had a ‘considerable’ or ‘some’ impact on each of the following: pupil behaviour (60 respondents); pupil emotional well-being (59 respondents); and teaching and learning (57 respondents). Respondents felt that the impact on pupil attendance was less than in other areas. Thirty six respondents said the pilot had a ‘considerable’ or ‘some’ impact on pupil attendance. However, it should be noted that these are very much ‘outcome’ measures and as already highlighted much of the monitoring of the pilot to date had concentrated on its implementation rather than the outcomes and, as outlined in the section below, many of the impacts were far more subtle and sometimes less obvious than perhaps anticipated.

Interviews with schools and LAs revealed a range of areas which were considered to have been influenced, either in part or in whole, by the SEBS pilot. These included:

- an increase in awareness of SEBS amongst staff and pupils in schools and LAs;
- greater commitment to the promotion of pupil voice;
- a review of school and LA systems and structures;
- the development of a common language in which to communicate about social and emotional wellbeing;
- the implementation of the teaching and learning of SEBS in the classroom;
- the development of the role of support staff; and
- improved relationships and collaborative working.

Raised awareness of SEBS

LA and school staff explained that the pilot had raised their own and/or their colleagues' awareness about schools staff's own social, emotional and behavioural skills. One head of department explained: *'it is in the forefront of our minds'*. Interviewees talked about changing the way they worked following the introduction of the pilot, for example one explained the pilot had made him evaluate his own practice and ask questions about his teaching styles. In other schools, it was noted that it was not uncommon for some staff to talk about 'SEBS' in the staff room or in the corridor. It was a term all staff were familiar with and used. In some schools staff spoke about how they were starting to think about developing themselves and that SEBS was an issue that was everyone's responsibility.

One B&A consultant felt that the pilot had helped make a link between emotional wellbeing and learning, *'there is now a more accepted link between academic achievement and emotional wellbeing...it is much clearer and believed'*.

Some staff felt that they had been practicing SEBS before the pilot was introduced, as one teacher explained *'most teachers do it naturally'*. Another said, *'a lot of the information isn't new, it's bringing it to the forefront'*. This was a common notion that emerged from interviews in many of the schools and LAs. However, a few coordinators and LA personnel noted there were a

minority of staff in some school who needed to improve their SEBS and be a role model of positive behaviour in front of pupils.

Interviewees also acknowledged an increased awareness of SEBS in relation to the pupils. They noted pupils had a greater understanding and awareness of their own needs and behaviour but also that of others. Teachers in a few schools explained that pupils had become increasingly involved in school life and had sought guidance and advice from teachers and support staff more frequently. Teachers gave anecdotal examples of where individual pupils who had particularly felt the benefit of the changes, for example a girl in one school wrote to her teacher thanking her for being understanding and supportive. In another school diaries were being used to promote SEBS, a teacher noted '*it has become a bit of a buzz*' whereby pupils openly talk about the SEBS-related posters and talk more openly generally.

In LAs, the SEBS pilot had also been an important tool in raising awareness and bring focus to their working practices. The secondary strategy manager in one LA said, '[the SEBS pilot had been] *a very valuable resource, a lever for us, [and it had been] a reflective mirror*'. In another LA, the B&A consultant described the SEBS pilot as, '*a consciousness-raising exercise*'.

Promotion of pupil voice

Staff and pupils spoke about the impact of the pilot on the promotion of pupil voice in their school. Many schools had had a school council for some time which coincided both with the introduction of SEBS and ECM. Interviewees felt that the participation of pupils in school-life had taken a higher priority following the introduction of both of these areas of work. Greater emphasis was placed on the role pupils could play in decision making, either through school councils or by volunteering their views through other methods (for example, in a questionnaire or during lessons). Staff explained pupils had taken greater ownership and where they had been involved in developing school rules, they were more willing to abide by them.

Pupils also spoke about feeling more involved in school life, either through the school council, through questionnaires or through their form tutors. In one school the pupils had been asked about the school rules and they had been able to voice their opinion through a questionnaire which had been sent in the school register and through the school council. The pupils in this school said

they *'feel listened to'*. In another school the pupils said that even though they had a school council things did not seem to change. Where pupils did feel their views had been listened to they noted changes had taken place in school, such as, the school canteen serving more healthy food, changes to the rules for wearing jewellery in school, the provision of more drinking water facilities around the school building and changes to school uniform.

A strategy manager in one LA spoke about how *'SEBS has opened up the dialogue which has been very positive'*.

Review of systems and structures

The data showed that the pilot had contributed to the development of clear and consistent structures within the case-study schools regardless of their individual focus and priorities. For example, some schools had introduced, or planned to introduce peer mentoring as a way of supporting younger pupils with secondary school life. Others had developed their reward and sanctions systems and structures which ensured pupils were clear of the consequences of their actions. As a result of the new sanctions and reward system, staff in one school commented the number of detentions had reduced. In another, staff felt pupils behaviour towards each other had improved because they wanted to get rewards and therefore were less likely to disrupt the class. A few interviewees felt these sorts of rewards were more effective with younger pupils who were perhaps less cynical than older pupils.

One particular school put great effort into improving pupil attendance. Different classes competed to have the best attendance record and as a result, pupils wanted to go to school and get there on time. Through the league table of attendance, pupils developed an understanding of collaborative working and the impact of their individual actions on others.

Development of a common language

Interviewees in about half the schools explained that the pilot had helped the school develop a common language with which staff and pupils could talk about their feelings and social and emotional issues.

Interviewees noted staff *'stop and think about the right language'* to use with pupils. They noted that the way in which they and/or their colleagues spoke to pupils had altered, for example one teacher said *'staff use the language of*

choice: “if you don’t do x, then you will incur sanction y.” Interviewees felt most staff held similar views and were conveying consistent messages to pupils.

Not only were staff more aware of language but many acknowledged the language of pupils had also altered. In a small number of schools, the language used by pupils had improved, for example, they realised there was no need to shout and swear to get their point across, they were also more aware of how the language they use affected others. Staff in one school had attended a course to improve the way they communicate with pupils, following this a slogan was introduced to both staff and pupils: ‘language to engage not enrage’.

Implementation of teaching and learning of SEBS in the classroom

When asked to comment on the impact of the SEBS pilot so far, interviewees from over half of the schools commented on changes in the classroom. In some schools, teachers had made what they described as ‘*practical changes*’, for example using ideas learned from the training. As one teacher explained ‘*I felt it gave a bit more structure to what you normally do in tutor time*’. In another school, the coordinator explained teachers had a greater understanding of classroom management and the reasons pupils behaved in certain ways. In a few schools, SEBS had been written into schemes of work and/or lessons plans. The practice in two schools was a little more overt than in others, for example one school had introduced the ‘SEBS skill of the week’, another used a ‘SEBS quote of the week’, rather than a ‘quote of the week’. This ensured SEBS had a high profile for both staff and pupils.

A few interviewees noted the behaviour of pupils within the classroom setting had improved. For example in one school, during registration, one tutor noted that pupils tell each other to be quiet, he explained: ‘*for pupils, they are beginning to recognise the kind of behaviour you are looking for*’. In other schools, staff noted other changes in classroom behaviour. For example pupils were more willing to ask questions, openly discuss and listen to each others views. In one schools, an incident happened whereby a pupil had been disruptive and was asked to leave the class. After the pupil had left the classroom, pupils took the opportunity to talk about their feelings and the impact of the incident upon them.

Developing the role of support staff

In a few schools, SEBS had been used to develop the role of support staff, particularly that of mid-day supervisors. It had been recognised that the role of all staff in providing pupils with a clear and consistent message throughout the school day was important. In one school, lunchtime behaviour had been a concern for some time so the mid-day supervisors were provided with SEBS information and training. Since then, incidents during lunch time had decreased and it was noted that mid-day supervisors had been more positive towards pupils. Mid-day supervisors valued having the opportunity for such training. In another school, support staff attended regular meetings to develop their own SEBS skills. The support staff in this school said they were ‘always aware of SEBS’ and that their awareness of SEBS had enabled them to discuss SEBS more openly with colleagues which resulted in them feeling more involved in school life.

Both staff and pupils valued having support staff available for pupils to go to for advice and support. In one school the Chaplin had developed a role within the school whereby pupils were able to talk in a safe environment. In another school a member of the administration team had a similar role. She felt that pupils valued being able to call her by her first name and felt more comfortable talking to her about their concerns as she was not a teacher.

Improved relationships and collaborative working

Interviewees in a few schools explained relationships had improved since the introduction of the pilot as a result of the increased awareness. Not only had staff relations improved through more collaborative working, but so too had relations between adults and the pupils.

The data showed that in order for staff to experience positive outcomes, collaboration is fundamental as it helped to develop understanding and the ‘common language’ many interviewees referred to. It also ensured pupils received consistent messages from adults within the schools.

Not only were staff within schools working more closely but pilot schools were also working with other schools in relation to SEBS-related activities. Sometimes schools worked collaboratively with other agencies in relation to

children in care or ECM but if it was felt these discussions also informed SEBS related developments.

6.2 Future impact and outcomes

All schools and LAs that took part in this evaluation agreed that SEBS was a long-term programme of work which would undoubtedly impact in the future. The B&A consultant in one LA said, *'We are talking about attitude and cultural change and that takes a long time, this is why it is not just about the B&A consultants, it is about everyone having a common message because you can't get change unless we have one voice'*.

In the main interviewees felt the main impact of the SEBS pilot and future secondary SEAL programme would include:

- Raising standards of achievement;
- Creating a more positive school environment;
- Improving pupil behaviour;
- Improving interactions between pupils and staff; and
- Improving attendance.

In considering how the programme could best ensure an impact in the future, interviewees highlighted a number of factors they felt may be important. These included:

Whole-school approach:

As previous research has highlighted the need to embrace this type of work across the whole-school is imperative to its effective implementation and potential for impact. This ideology was reflected by an interviewee in one school who said, *'To be a big impact it needed to be part of everything we did in the school'* (deputy head teacher).

Changes in cultures and attitudes:

Building on the need for SEBS work to encompass a whole-school approach is the need for the school culture to reinforce the more direct teaching and learning of SEBS across the curriculum. Not only this but staff, pupils and parents need to be aware of SEBS, need to understand it and see it as a positive way of working and not simply a new initiative. The SEBS

coordinator in one school said, *'it's got to affect the whole culture, the whole way the school works or it won't have any effect'*.

Getting the right people involved:

For the programme to have an impact it needs direction and ownership from the LA and school senior leadership team. As one B&A consultant said, *'You have to have a whole-school role to have a whole-school effect'*. There also needs to be a LA-wide commitment to the programme reflected in a multi-agency approach. Key personnel who can champion the programme are also important in maximising impact.

Commissioning resources:

As highlighted in section 4 one of the most important resources in creating opportunity for the programme to develop and flourish is time and making time available to introduce, understand, develop and review this area of work.

Linking with the bigger picture:

The SEBS pilot and future programme is not stand alone it is part of a much broader portfolio of work in relation to school improvement, raising attainment and most importantly the five outcomes of ECM. As the secondary strategy manager in one LA said, *'our key purpose is to ensure every child matters and every child fulfils their potential so it is actually looking at that'*.

6.3 Key considerations

The findings from section 6 highlighted a range of key points for consideration by schools and LAs in relation to impact and outcomes of the SEBS pilot. These included:

- Key to ensuring the long-term impact of the pilot in the future is sustainability of the SEBS (secondary SEAL) programme. Factors which include: commitment and vision from school senior leadership team; SEAL champions at LA and school level, embedding in existing structures and systems; raising awareness; commitment of resources; and a multi-agency approach are all factors which can contribute to the long-term impact of the programme.
- Avoid confining the teaching and learning of SEBS to within school work by considering how it can be reinforced outside school e.g. involving parents/carers and youth and community groups.

- Work towards raising the profile of the programme of work in schools by establishing commitment and direction within the senior leadership team and involving staff who want to be involved and building on that enthusiasm.
- Involve pupils in the programme by involving them in designing displays around the school, promoting SEBS in school assemblies, by involving the school council; including pupils in designing and carrying out monitoring and evaluation of SEBS activities; and ensuring pupils are involved in SEBS learning and teaching opportunities.
- LAs could develop an overall behaviour, emotional well-being strategy of which a key aspect would be the SEBS (secondary SEAL) programme.
- Use examples and evidence of impact to encourage buy-in from schools into the SEBS (secondary SEAL) programme.
- Acknowledge the long-term nature of this area of work by adopting realistic time-scales and encouraging a sustainable approach in LAs and schools in developing this area of work.
- Work towards raising the profile of the SEBS (secondary SEAL) programme nationally by linking to existing and established policy areas.

7. Future developments in schools

This section of the report examines how schools and LAs plan to develop SEBS in the future. This includes consideration of the perceived needs of schools in relation to future national roll-out of the secondary SEAL programme.

7.1 Key factors in ensuring an effective roll-out

In the phase 2 school questionnaire, as an open question, respondents were asked to list up to three key factors that they thought would be important in ensuring an effective, whole school roll-out of the SEBS programme in secondary schools. Just over three-quarters of survey respondents (63 out of 82) suggested at least one key factor, and a wide range of factors were identified. The most frequently-identified factor for the future roll-out of the SEBS programme was ‘staff training’, identified by well over a quarter of school survey respondents, closely followed by the related area of ‘staff understanding’, identified by just under a quarter of respondents (see Appendix 4).

Few of the survey respondents elaborated on what they meant by the provision of ‘models of training’ or examples of good practice. However, interview responses to a similar question did provide some indication of what these might have been. Elements of ‘good practice’ that would be useful for the national roll-out should include:

- sharing ideas between staff, both within and across schools;
- helping to ensure that SEBS thinking is embedded across the staff and across all subjects, so that it ‘*underpins everything that happens*’ (head teacher); and
- encouraging ‘raised awareness’ and ‘reflective practice’.

The survey questionnaire also provided the research team with an opportunity to ask SEBS pilot schools about the training and support they felt were

necessary to help schools to understand and implement the programme in the future. Again, responses to this question were varied and wide-ranging. The most frequently-mentioned form of (future) training and support was to do with the provision of models of training or examples of good practice, identified by 11 respondents (with a further six respondents suggesting model lesson plans or examples of how SEBS could be integrated into lesson plans).

A question about the factors that would facilitate the further development of SEBS in schools was also asked in the school interviews. The three most common factors, each mentioned by four interviewees, were:

- time;
- resources; and
- support from the senior management team.

The following quotation, from a senior manager, was typical of the comments about the need for time to implement the programme, *‘There can be as much training material as you like, but if it’s not given the time and the profile, and it’s not sensitively produced, it won’t get picked up on. Time is the important thing: you can’t change the culture overnight. It takes time’*.

Other factors mentioned (by one respondent each) were training, making good use of NQTs, involving consultants or school improvement officers and the provision of examples of good practice.

7.2 Plans for the future development of the SEBS programme in schools

Interviewees in the ten case-study schools visited were asked how they saw SEBS developing in their school in the future. Close examination of the responses revealed a general pattern that interviewees were keen to develop or expand SEBS provision in their school in some way. This indicates a strong level of commitment to the SEBS programme, though the degree of development varied, perhaps depending upon the extent to which the programme had been implemented or embedded in the school. Anticipated developments ranged from the closer incorporation of SEBS into PSHE, expansion to other year groups, the incorporation of SEBS principles to other subjects in the curriculum through to, at the broadest level, expansion of SEBS

awareness to all pupils, parents and the wider community. Examples of these anticipated developments, which are not mutually exclusive, are provided below.

Closer incorporation of SEBS into PSHE

The ‘minimal’ level of anticipated development was to keep using SEBS as the relevant cohort moved up the school. One assistant head teacher expressed the rationale behind this as follows: *‘We intend to continue expanding the SEBS work as students move up the school... We are committed to this... students’ attitudes to learning are important... students need skills to do well’*. The suggestion being made here was that the principles of SEBS teaching and learning should be reinforced and sustained as pupils progressed through the school. Staff in three other case-study schools expressed a similar view, though the development of SEBS was not going to be limited to one cohort. Two SEBS coordinators indicated that the school staff were adapting the entire PSHE programme so that it would have a SEBS focus: the school would continue the SEBS work with their current Year 8 cohort, but would also look at each incoming Year 7 to assess what type of SEBS/PSHE work they would need. This interviewee also noted that the Primary SEAL work that some pupils do *‘would link nicely’* with the PSHE work in his school’s Year 7. A third SEBS coordinator said, similarly, that his school had plans to introduce Citizenship and PSHE more widely, and SEBS *‘will play a big part in this’*.

Expansion of SEBS principles to other subjects in the curriculum

At the next level, interviewees in five schools said that their schools had slightly more ambitious plans than simply ensuring that PSHE incorporated aspects of the SEBS programme in their schools. They emphasised that they wished to expand SEBS work to all year groups, or key stages, or subjects. This sometimes had to be done carefully because of the workload implication: as one teacher interviewee said, *‘We’ve done this softly, softly... but the next step would be trying to link it [SEBS] with English and mathematics’*. In another school, the head teacher said that he thought that it was important to link SEBS with literacy work *‘as students need to develop the vocabulary they need to be able to talk about their issues’*. Another head teacher said that they would like to see SEBS being incorporated into more lessons and into key stage 3 schemes of work. Similarly, a deputy head in another school said that: *‘One of the next steps is to introduce the teaching of SEBS across different subjects’*. This interviewee was suggesting that they hoped to adopt the

principles of SEBS teaching and learning across the curriculum. In this school, SEBS is featuring prominently in the SEF and subject leaders are being required to do their own self-evaluation. Another interviewee, a head of Year 7, stressed the importance of a whole-school approach. She said that it was important that SEBS should be made more explicit in lessons, so that teachers and pupils realise the value of the programme: *'If we all recognise that we are doing it, we will realise that we are all working together'*.

Expansion of SEBS awareness to all pupils, parents and the wider community

Some respondents, like those cited in the previous section, emphasised the need to expand SEBS awareness to other school subjects, but also went a step further in that they emphasised the importance of SEBS to the whole school and/or the school's community. Three respondents (in three different case-study schools), for example, stressed the need for SEBS work to link with 'student voice'. As outlined in section 6, there was a link between pupil voice and the development of the SEBS pilot across several schools. Other respondents stressed the need to link increasingly with parents. An assistant head who was also the school's SEBS coordinator said, for example, that their school was currently involved in Parentline Plus, which runs courses for parents, but they would like to develop a coordinated programme for improving parents' social and emotional skills - *'the vehicle is there for it'*. Another senior manager, at a different school, stressed the importance of the SEBS link between staff, pupils and parents as follows, *'I'd like to envisage a school where students and staff are much more SEBS literate, they understand themselves and the relationship with others better. There has to be training for parents too, I don't think we can do it completely at school. If parents are also involved, that's when it has more of an impact'*.

This view was echoed by a SEBS coordinator at another school who expressed a desire to involve parents and the wider community in SEBS work in the future, and to link it more with the *Every Child Matters* agenda.

7.3 Overview

When the first round of interviews (phase 1) with LAs and school staff was carried out schools and LAs said that they would be looking to create more

opportunities to introduce the pilot throughout the whole school. Future developments, at the interim stage, seemed to focus on four main areas:

- developing the SEBS pilot materials;
- introducing SEBS throughout the curriculum;
- training and development of staff; and
- developing monitoring and evaluation.

Following the second round of interviews (phase 2), whilst some schools had been involved in developing the pilot materials (e.g writing days in one LA) many schools had not necessarily taken this area of work forward. Similarly, monitoring and evaluation was another area which schools said they needed to develop. However, interviews during phase 2 did reveal that schools and LAs were forward looking in their plans for the future SEBS programme, with plans to develop SEBS, not only through the curriculum, but also through but also through facilitating a stronger pupil voice and the greater involvement of parents and the community.

8. Summary and recommendations

8.1 Summary

Previous sections of this report have provided evidence that, overall, the secondary SEBS pilot was well received by schools, and staff were committed to the underlying principles of the pilot programme. A strong theme, evident throughout the report, has been the manifestation of strong professional support for, and recognition of, the importance of SEBS and its underlying philosophy.

Against the background of general support for the ideology and underlying principles of the SEBS programme of work, a key aim of this evaluation was to provide evidence as to how the pilot programme might best be developed in the future. Much of the evidence was to do with variations in models of delivery and having to adapt the SEBS pilot to a school's context and needs. In terms of impact, many schools and LAs felt that SEBS had made a difference, but they also found it difficult to attribute any impact directly to the pilot itself. Where schools and LAs felt the pilot had contributed to impact and outcomes these included: raising awareness of the importance of social and emotional wellbeing, changes to systems and procedures such as developing the role of support staff and improving collaborative working.

There was, therefore, wide recognition of the benefits and, particularly, the potential benefits of SEBS. Most of the issues and concerns were to do with how such a programme can best be supported and implemented in practical terms in schools, which, by their very nature, have varied histories, diverse pupil populations and differing social contexts.

During the course of the evaluation respondents made suggestions about how the implementation and roll-out of the SEBS programmes might be improved in the future. Some of these ideas were specific, others were more general, but what they had in common was that they were put forward by individual professionals who had been closely involved in overseeing and delivering the SEBS pilot. These suggestions have been put together to form the basis of a

number of recommendations which are presented in the next section for consideration by policy makers and practitioners who are involved with this programme.

8.2 Recommendations

The recommendations made by respondents can broadly be grouped under five headings: ‘clarification’ ‘communication’, ‘customisation’, ‘championing’ and ‘continuity’. It should be noted that those responsible for the SEBS programme may already be aware of some of these points in relation to the national roll-out of the programme.

Clarification

Establishing a clear vision in relation to the SEBS pilot seemed an important foundation upon which to build this area of work. In schools and LAs one of the key starting points was understanding SEBS and establishing what it meant in terms of their own context and setting. Consequently schools and LAs were then able to decide who needed to be involved in the pilot; where it fitted with their existing work; and what their aims and objectives were.

- *Recommendation 1:* ensure that all school and LA staff have sufficient understanding of the secondary SEAL programme from which they can build their knowledge, create expertise and gain confidence in this area of work.
- *Recommendation 2:* build in opportunities to review and revisit the SEBS programme of work to maintain clarity of vision and focus.

Communication

It was very evident that clear and focused communication between all the parties involved, at national, local and school levels, will be important for the success of the future secondary SEAL programme. Some school staff indicated that they received too much documentation during the pilot programme and suggested that it would be better to have a key information summary rather than a large pack of documents. Others suggested that it would be useful to have the information in a more practical format, for example in expandable, loose-leaf ring binders, containing sheets that would be easy to photocopy. Some respondents also indicated that a centralised

electronic resource, a website, would help to reduce the amount of non-relevant paper-based information passed on to schools. Information in such a resource could include examples of good practice, materials for classroom use, and links to conferences and training opportunities.

- **Recommendation 3:** ensure that all communications with schools and LAs regarding secondary SEAL are clear, streamlined, directly relevant, in a suitable format and effective.
- **Recommendation 4:** consider the production of, and support for, a template for a LA-wide or national SEAL website which schools could access as and when appropriate. The website could provide key information about the programme, a centralised resource bank and examples of good practice.

Customisation

Linked with the suggestions about communications, a number of respondents pointed out the importance of ensuring SEBS materials and schemes of work are relevant to individual schools. Of course, in any national programme there has to be a suitable, realistic balance between providing information that is relevant for *all* schools and accommodating the needs of *individual* schools. However, it may be that further steps could be taken to ensure that there is an appropriate degree of flexibility in any information and materials that are sent to schools, allowing schools to customise according to their individual needs. Some respondents also emphasised that schools are historically diverse in terms of their delivery of PSHE, Citizenship and related areas of the curriculum: effectively, each school will have a different starting point for the future secondary SEAL programme. In addition, each school will have its own targets, its own ethos and involvement in other national and local initiatives.

- **Recommendation 5:** continue to ensure that information and communications sent to schools can be customised and adapted according to the needs of individual schools; ensure that schools are provided with an appropriate balance of theory-based information and practical examples; recognise and build on the materials already in use in schools.
- **Recommendation 6:** linked with the previous recommendation, ensure that future secondary SEAL information and materials take varying school contexts into account; this includes having an awareness of other national initiatives and of existing school networks for sharing good practice.

Championing

The importance of ownership and drive of the SEBS pilot programme by the senior management team in schools has already been mentioned at several points in this report. SEBS programmes have to be implemented in a situation where there are many competing pressures on curriculum and teachers' time. Having a key person, or a 'champion', for secondary SEAL work will be important in the future roll out of the programme. This will help to aid clarity of communications, ensure that the school feels that it has ownership of secondary SEAL work and most importantly help it to be sustainable.

- **Recommendation 7:** ensure that LAs and schools have a 'champion' who can headline the secondary SEAL programme and ensure that it has the appropriate level of priority within schools and local authorities; making stronger links between secondary SEAL and whole-school improvement would also be beneficial for the next phases of the programme.
- **Recommendation 8:** consider further how the profile of secondary SEAL can be raised nationally and create opportunities for acknowledging and rewarding achievement in this area of work.

Continuity

When respondents discussed future plans for the development of SEBS, the word 'continuity' was used a great deal. There were some encouraging signs of early linkage and mutual awareness between Primary and Secondary SEAL programmes, but it was also clear that some respondents felt that more could be done to ensure continuity in these programmes, and to ensure sustainability of the benefits of participation in them.

- **Recommendation 9:** ensure that secondary schools are fully aware of the primary SEAL programme so that they can build fully on progress already made up to Year 6; ensure that there are clear links between the primary and secondary SEAL materials and other local and national programmes of work
- **Recommendation 10:** give further thought to the question of how the longer-term sustainability of the benefits arising from participation in the SEAL programme can be maintained; creating and maintaining a climate whereby staff and pupils buy-in to the philosophy and aims of the programme. Consider how the teaching and learning of SEBS can be reinforced at home and in the local community by building on a multi-agency approach, including parents and involving community groups.

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Appendix 1 Methodology

Phase 1

Phase 1 of the research took place between October 2005 and August 2006 and consisted of two strands:

- Strand 1 comprised telephone interviews with LA professionals such as behaviour and attendance consultants and strategy managers; and
- Strand 2 consisted of: (a) case-study visits to ten secondary schools; and (b) the administration of a questionnaire survey in each of these schools.

In addition, in order to gain a comprehensive overview of the SEBS pilot, the NFER research team carried out initial preparatory interviews with a range of personnel at a national level so that the researchers were adequately informed and up-to-date with the latest developments of the pilot. These were exploratory, informal interviews and, therefore, the findings from these interviews are not presented explicitly in this report.

Strand 1: local authority telephone interviews

Telephone interviews were carried out in December 2005 and January 2006. The research team was provided with the contact details for appropriate members of staff in each of the pilot LAs. LAs were informed of the NFER evaluation by the relevant National Strategies managers.

An introductory email was sent to the behaviour and attendance consultant or consultants in each LA; this was followed by a telephone call to schedule a convenient interview date. The behaviour and attendance consultants were also asked if there were any other relevant colleagues whom it might be useful to speak to within their LA regarding the SEBS pilot. This generated a pool of 22 potential interviewees. Of these, four did not reply to contact emails or phone calls and the NFER team were unable to arrange interviews as a result. In addition, a further contact said he would prefer not to participate as he felt his knowledge of SEBS was limited and he would not be able to usefully

contribute. Across the six pilot LAs a total of 17 interviews were arranged and carried out with:

- eight behaviour and attendance (B&A) consultants;
- seven strategy managers;
- one inclusion manager; and
- one healthy schools coordinator.

Interviews covered the following areas:

- the role of the B&A consultant;
- management and delivery of the pilot;
- aims and objectives of the pilot;
- LA priorities;
- selection of pilot schools;
- progress in SEBS pilot schools; and
- professional development and support.

Strand 2a: Case studies

Ten secondary schools were selected for case-study work. A range of methods was used to select the schools. The aims and objectives of the evaluation necessitated that schools should be able to provide examples about how the pilot had been implemented in their school and to contribute to guidelines for good practice. The research team excluded any pilot schools which were involved in either National Strategy or Ofsted evaluations which were running concurrently. It should be noted therefore that the case-study schools cannot be said to be a representative sample, rather they were selected on the basis of the above criteria.

The interviews with the LA officers yielded the names of a selection of schools which could potentially be included as case studies. Subsequently, it was decided that a wider range of information was needed about these schools before a decision about selection could be made. It was decided that each of the schools would be telephoned by a member of the research team to briefly obtain preliminary information about the status of the SEBS pilot in each of the schools. The list of potential case-study schools was first submitted to the relevant pilot authorities for their approval. Following this the research team telephoned each of the 13 schools to speak to the SEBS coordinator. A simple

proforma was used to collect information such as: the approach the school had taken in implementing the pilot; the SEBS projects that had been initiated; and whether the pilot had elements of multi-agency working.

At this stage schools were informed about how this information was being used and they were asked if they were willing to be involved as a case study should they be selected. The information from the telephone discussions was then submitted anonymously to the Steering Group who selected ten schools for case-study visits. The schools were then contacted directly by the research team to confirm their participation and arrange the visits. All the schools were in the secondary phase: eight were mainstream schools, one was a pupil referral unit and another was a special school. All schools were co-educational with the exception of one, which was a school for girls (for further information on school characteristics, see Section 2.1).

The case-study visits comprised a series of face-to-face interviews with teaching staff, support staff, and pupils. Schools were provided with guidance about the range of personnel researchers wished to speak to during the visit, but it was left to the school to decide the exact profile of interviewees in each case. Case-study visits took place over one or two days between April and July 2006. The range of interviewees included:

- administrators;
- assistant head teachers;
- behaviour support workers;
- deputy head teachers;
- head teachers;
- healthy schools coordinators;
- learning mentors;
- lunch time supervisors;
- parent governors;
- pupils;
- Special Education Needs Coordinators (SENCOs);
- teachers;
- teaching assistants; and
- youth service personnel.

Some of the interviewees held specific responsibilities: for example, overseeing the development of the healthy schools initiative, coordinating the delivery of Citizenship or PSHE or chairing the School Council. This contributed to a rich data source: many interviewees were able to offer different perspectives based on their principal role in school and any additional responsibilities which they held. Just over 150 interviews were carried out in the pilot schools, around 40 of which were with pupils.

Strand 2b: Questionnaire Survey

In order to complement and augment the information from the interviews a questionnaire survey was also sent to each case-study school. The questionnaire had two main aims. First, it aimed to capture information about the pilot from a wider range of individuals than the interviews alone would permit, thus capturing information at a whole-school level. Secondly, it aimed to collect baseline information about the pilot and more generally about SEBS in each of the schools; this could be used as comparison data in phase 2 of the evaluation.

Questionnaires were sent directly to the SEBS coordinator in each school with a request that they administer the survey to all teaching staff and teaching assistants throughout the school. Schools were telephoned in advance to confirm numbers of teachers and teaching assistants to ensure that sufficient numbers of questionnaires were despatched to each school. An explanatory letter and prepaid envelope accompanied each questionnaire. The survey period initially ran throughout May, but the deadline was subsequently extended to July in order to ensure that every school had the opportunity to complete the questionnaires. Schools received two fax reminders during the survey period. Where schools had not returned any questionnaires a more direct reminder was issued either by phoning the school directly or by sending an email. A total of 234 completed questionnaires were returned by schools, representing a final response rate of 30 per cent. Each of the pilot schools returned at least one questionnaire, and responses were generally evenly spread across schools: i.e. around a third of staff in each school completed a questionnaire.

Phase 2

Phase 2 of the research reflected the approach adopted in phase 1 including: follow-up telephone interviews within the six pilot LAs; return visits to the

ten case-study schools and a second questionnaire survey of the case-study schools. Phase 2 of the research took place between September 2006 and May 2007.

Strand 1: local authority telephone interviews

Telephone interviews were carried out in December 2006 and January 2007. The 17 interviewees who had participated in phase 1 were contacted to ask if they would take part in a follow-up interview. Four of the original interviewees were no longer in post and a further one declined to be re-interviewed due to limited participation in the pilot programme. In two of the four cases where the post holder had moved on, two of the new post holders agreed to an interview. This resulted in a total of 14 LA interviews in phase 2.

Initial contact was made via the behaviour and attendance consultant or consultants in each pilot LA in order to confirm their participation in phase 2 of the evaluation and to confirm the details of other interviewees within their LA. Across the six pilot LAs interviews were carried out with:

- eight B&A Consultants;
- five strategy managers; and
- one inclusion manager.

Interviews covered the following areas:

- the role of the B&A consultant;
- management and delivery of the pilot;
- aims and objectives of the pilot;
- LA priorities;
- selection of pilot schools;
- progress in SEBS pilot schools; and
- professional development and support.

Strand 2a: Case studies

The ten secondary schools which participated in phase 1 of the evaluation were re-contacted to confirm their participation in phase 2. Nine schools agreed to a follow-up visit, and one school declined, but agreed to telephone interviews with relevant members of staff.

The follow-up case-study visits were similar in format to those carried out during phase 1. In agreement with the steering group, however, the research team adopted a more focused approach in this second round of visits. This was done by limiting the visits to no more than a day and by ensuring that interviews were targeted at members of staff with a direct involvement in the pilot programme. This was mainly to ensure that schools did not feel overburdened by their participation in the evaluation. The case-study visits took place between January and March 2007, and the range of interviewees included:

- assistant head teachers;
- behaviour support workers;
- deputy head teachers;
- head teachers;
- Healthy Schools coordinators;
- learning mentors;
- lunch time supervisors;
- parent governors;
- Special Education Needs Coordinators (SENCOs);
- teachers;
- teaching assistants; and
- youth service personnel.

A total of 35 interviews were carried out in the pilot schools. Pupils were not interviewed in phase 2 of the evaluation.

Strand 2b: Questionnaire Survey

As in phase 1, a follow-up questionnaire survey was also sent to each case-study school. Questionnaires were sent directly to the SEBS coordinator in each school with a request that they administer the survey to all teaching staff and teaching assistants throughout the school. During phase 1, schools had been telephoned in advance to confirm numbers of teachers and teaching assistants to ensure sufficient numbers of questionnaires were despatched to each school. However, feedback from schools indicated that they felt overburdened by the number of questionnaires they had received. In acknowledgement of this, the research team reduced the number of questionnaires sent to schools during phase 2. Questionnaires included an

explanatory letter and prepaid envelope. The survey period initially ran throughout January and early February 2007 but was subsequently extended to March 2007. Schools received a combination of reminders including letter and fax reminders and personal reminders during the field visits. A total of 85 completed questionnaires were returned by schools. Two of the pilot schools did not return any completed questionnaires.

Appendix 2 Secondary SEBS pilot materials

These are the materials disseminated to schools and local authorities during the course of the secondary SEBS pilot.

Pilot materials	Date of issue
Developing Social, Emotional and Behavioural skills: An Introduction to the secondary pilot programme	October 2005
Key messages for head teachers and other partners	October 2005
Developing Social, Emotional and Behavioural Skills: Guidance for schools on the implementation of the learning and teaching materials	October 2005
Developing Social, Emotional and Behavioural Skills: Approaches to Implementation – guidance for school leaders	October 2005
Developing Social, Emotional and Behavioural skills: Learning and teaching materials	October 2005
Developing Social, Emotional and Behavioural Skills: generic guidance on learning and teaching	October 2005
Developing Social, Emotional and Behavioural Skills through a whole-school approach: Handbook for professional development	October 2005
SEAL Year 7 resource	September 2006
Focus Group resource	September 2006

Appendix 3 Secondary SEAL materials

These are the materials available to secondary schools as part of the national roll-out of secondary SEAL.

Secondary SEAL materials
Guidance booklet (Social and Emotional Aspects of Learning for Secondary Schools)
Booklet of Staff development activities
Further readings
Case studies
A Year 7 resource

Appendix 4 Questionnaire 1 – 2006

Evaluation of Secondary Social, Emotional and Behavioural Skills (SEBS) Pilot

School questionnaire tables: aggregated responses Survey administered Summer 2006

Table 1: Gender of respondent

Gender:	%
Female	67
Male	27
N=234	

Due to rounding and missing responses, percentages may not sum to 100

Table 2: Which of the following best describes your principal professional role?

Role:	%
Subject teacher	26
Middle manager	24
Teaching assistant	15
Senior leader	8
Additional responsibilities	8
NQT	5
Form tutor	3
Learning mentor	2
Other	5
More than 1 box ticked	3
N=234	

Due to rounding and missing responses, percentages may not sum to 100

Table 2a: Professional Role –‘Other’

Other role:	%
AST	<1
Administrator for careers/ work experience	<1
Acting Head of Tuition Service	<1
Librarian & literacy coordinator	<1
Form tutor & subject leader	<1
Head of Key Stage	<1
School counsellor	<1
Clerical assistant	<1
Behaviour support team	<1
Cover supervisor	<1
Education welfare officer	<1
Instructor	<1
No response	94
N=234	

More than one answer may be given so percentages may not sum to 100

Table 3: Years of professional experience in school

Years:	%
0 -5	34
6 -10	21
11 -20	23
20+	23
N=234	

Due to rounding percentages may not sum to 100

Table 4: Length of time at school

Years:	%
0 -5	59
6 -10	16
11 -20	15
20+	9
N=234	

Due to rounding and missing responses, percentages may not sum to 100

Table 5: Ethnicity

Ethnicity:	%
White British	97
White Other	2
Other	1
N=234	

Due to rounding and missing responses, percentages may not sum to 100

Table 6: Are you aware of the SEBS pilot that is taking place in your school?

Response:	%
Yes, heard and involved	46
Yes, not involved	46
No, not heard	8
N=234	

Due to rounding percentages may not sum to 100

Table 7: Please give details of up to three ways in which you are involved in the SEBS pilot in your school

Response:	%
Incorporating SEBS skills	21
Developing pupil voice	13
SEBS Skill of the Week	13
Improving attendance	11
Tutor group targets	11
Monitoring/ improving behaviour	9
Introducing mentoring	9
100 days challenge	7
N=108	

More than one answer may be given so percentage may not sum to 100

A filter question

Table 8: Do you know what is meant by the term SEBS?

Response:	%
Yes	94
No	1
Not sure	4
N=215	

Due to rounding and missing responses, percentages may not sum to 100

A filter question

Table 9: Have you taken part in Behaviour and Attendance Core Day 4 training?

Response:	%
No	83
Yes	14
More than 1 box ticked	1
N=215	

*Due to rounding and missing responses, percentages may not sum to 100
A filter question*

Table 10: How helpful was the Behaviour and Attendance Core Day 4 training in preparation for the SEBS pilot?

Response:	%
Quite helpful	57
Neutral	33
Very helpful	10
N=30	

*Due to rounding percentages may not sum to 100
A filter question*

Table 11: Does the work in your school link in any way with the Behaviour and Attendance Core Day 4 training you took part in?

Response:	%
Yes	53
Not sure	40
N=30	

*Due to rounding and missing responses, percentages may not sum to 100
A filter question*

Table 12: Have you seen or used any of the following SEBS materials?

Material:	%
I have not seen or used any	47
Teaching and learning materials	31
Handbook	14
Reflective journal	3
Other	18
No response	4
N=211	

*More than one box may be ticked so percentage may not sum to 100
A filter question*

Table 12a: SEBS materials – ‘Other’

Material:	%
Summary	58
5 SEBS notices/ signs	11
Colleague sent around advice	8
Alphabet of Emotions	3
Skills posters	3
Assessment/ record sheets	3
Core day materials	3
Notes & advice by teachers leading pilot	3
Extracts in staff bulletin	3
Seen written guidance	3
Material from LA trainer	3
Information given at SL meeting	3
No response	5
N=38	

*More than one answer may be given so percentage may not sum to 100
A filter question*

Table 13a: The content of the materials was very good

Material:	%
Teaching and learning materials	20
Handbook	11
Reflective journal	1
No response	74
N=112	

*More than one box may be ticked so percentage may not sum to 100
A filter question*

Table 13b: The content of the materials could be improved

Material:	%
Teaching and learning materials	20
Handbook	6
Reflective journal	-
Other	2
No response	77
N=112	

*More than one box may be ticked so percentage may not sum to 100
A filter question*

Table 13c: I find the materials easy to use

Material:	%
Teaching and learning materials	22
Handbook	15
Reflective journal	3
Other	4
No response	69
N=112	

*More than one box may be ticked so percentage may not sum to 100
A filter question*

Table 13d: I find the materials difficult to use

Material:	%
Teaching and learning materials	4
Handbook	3
Reflective journal	2
Other	3
No response	92
N=112	

*More than one box may be ticked so percentage may not sum to 100
A filter question*

Table 13e: The materials have helped my understanding of SEBS

Material:	%
Teaching and learning materials	40
Handbook	21
Reflective journal	4
Other	2
No response	53
N=112	

*More than one box may be ticked so percentage may not sum to 100
A filter question*

Table 13f: The materials have not helped my understanding of SEBS

Material:	%
Teaching and learning materials	4
Handbook	-
Reflective journal	2
Other	2
No response	93
N=112	

*More than one box may be ticked so percentage may not sum to 100
A filter question*

Table 14: What impact do you think the SEBS materials will have on yourself?

Impact:	%
Creates/ raises awareness of issues	17
Improve confidence / self esteem	12
Improve knowledge	11
Improved strategies for dealing with pupils	11
Improve quality of teaching	9
Improve relationship with pupils	8
No response	19
N=112	

*More than one answer may be given so percentages may not sum to 100
A filter question*

Table 15: What impact do you think the SEBS materials will have on pupils?

Impact:	%
Improve self esteem/ confidence	23
Improve communication skills	23
Improve behaviour/ self -control	11
Improve inter-pupil relationships	9
More positive attitude to learning	9
Student Council/ Pupil Voice	8
Creates/ raises awareness of issues	7
Created 'Chill Out' room	6
No response	20
N=112	

*More than one answer may be given so percentages may not sum to 100
A filter question*

Table 16: What specific professional development activities have you experienced?

Professional development:	%
INSET	67
Written guidance	28
Other internal	20
No professional development	18
External	14
B&A consultant	12
Other schools	11
Other	6
No response	5
N=211	

*More than one box may be ticked so percentage may not sum to 100
A filter question*

Table 17: Views on professional development received

Professional development:	%
Has helped me understand SEBS	61
I would like more professional development opportunities	50
Was good and has met my needs	22
I am pleased with the professional development I have received	18
Was poor and has not met my needs	9
Has not helped me understand SEBS	6
No response	8

N=173

*More than one box may be ticked so percentage may not sum to 100
A filter question*

Table 18: Extent of agreement with various statements about SEBS

Response:	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	%	%	%	%	%
The teaching and learning of social, emotional and behavioural skills are fundamental to pupil achievement and attainment	51	38	8	-	-
School staff need to be confident about their own social, emotional and behavioural skills before they can actively teach pupils	54	39	6	-	-
The ethos of my school helps to promote the social, emotional and behavioural skills of pupils and staff	21	45	21	11	1
It is possible to find the time to teach social, emotional and behavioural skills in secondary schools	13	46	20	15	3
I feel supported in the role of developing social, emotional and behavioural skills in my school	11	41	27	16	3
I feel confident about developing pupils' social, emotional and behavioural skills	19	44	22	12	1

N=234*Due to rounding and missing responses, percentages may not sum to 100*

Table 19: Please indicate the proportion of pupils in your school who conform to each of the following statements.

Response:	Few pupils	Some pupils	Half of pupils	Most pupils	All pupils
	%	%	%	%	%
Self awareness					
Pupils value themselves as individuals	3	29	24	43	-
Pupils understand the links between how they think, feel and behave	4	36	32	26	-
Pupils can identify and label their own feelings	3	38	26	30	<1
Managing feelings					
Pupils understand their feelings and manage their feelings appropriately	7	35	23	33	-
Pupils express their emotions clearly to others	5	36	26	30	-
Pupils use a range of strategies to manage their feelings	9	40	25	24	<1
Motivation					
Pupils set themselves achievable goals and challenges	9	35	29	24	2
Pupils can monitor and evaluate their own performance	9	39	26	24	1
Pupils apply themselves to work during lesson time	3	21	23	50	<1
Empathy					
Listening skills among pupils are good	7	33	30	29	<1
Pupils respect and value the thoughts, feelings and opinions of others	8	30	28	32	-
Pupils understand the impact of issues such as bullying, prejudice and discrimination	6	24	23	44	2
Social skills					
Pupils communicate effectively with others and express their own thoughts and feelings	4	29	32	33	-
Pupils can build and sustain positive relationships	2	23	29	44	-
Pupils work well in groups	2	20	28	47	-
N=234					

Due to rounding and missing responses, percentages may not sum to 100

Table 20: Please indicate the proportion of pupils in your school who conform to each of the following statements.

Response:	Very few pupils	Some pupils	About half of pupils	Most pupils	All pupils
	%	%	%	%	%
Behaviour					
Pupil behaviour in the classroom is good	1	12	21	64	-
Pupil behaviour in the playground is good	1	12	23	61	-
Pupils experience bullying in my school	24	60	8	4	<1
Attendance					
Pupil attendance at school is good	-	4	8	85	2
Pupils arrive at school on time	-	3	6	83	7
Pupils arrive at lessons on time	1	3	10	79	5
Learning					
Pupils apply themselves to their school work	-	9	21	68	<1
Pupils enjoy learning	<1	9	25	62	2
Pupils are achieving to their full potential	3	14	29	50	2
Emotional well-being					
Pupils feel good about themselves	2	15	24	56	1
Pupils feel happy about being in school	2	10	21	64	1
Pupils are resilient when faced with difficulties	3	21	27	44	1
N=234					

Due to rounding and missing responses, percentages may not sum to 100

Questionnaire 2 – 2007

Evaluation of Secondary Social, Emotional and Behavioural Skills (SEBS) Pilot

School questionnaire tables: aggregated responses Survey administered Spring 2007

Table 1: Gender of respondent

Gender:	Frequency
Female	53
Male	30
No response	2
N=85	

Table 2: Which of the following best describes your principal professional role?

Role:	Frequency
Middle manager	27
Senior leader	17
Subject teacher	14
Additional responsibilities	9
Other	7
Teaching assistant	4
More than 1 box ticked	3
NQT	1
Form tutor	1
Learning mentor	1
No response	1
N=85	

Table 2a: Professional Role –‘Other’

Other role:	Frequency
AST	2
Irrelevant	2
Supply teacher	1
Manager of Learning Support	1
Manager of Learning Resource Centre	1
Behavioural Support Team	1
Librarian	1
No response	76
N=85	

Table 3: Years of professional experience in school

Years:	Frequency
0 -5	24
6 -10	14
11 -20	18
20+	29
N=85	

Table 4: Length of time at school

Years:	Frequency
0 -5	45
6 -10	17
11 -20	9
20+	11
No response	3
N=85	

Table 5: Ethnicity

Ethnicity:	Frequency
White British	83
White Other	1
Other	1
N=85	

Table 6: Are you aware of the SEBS pilot that is taking place in your school?

Response:	Frequency
Yes	82
No	3
N=85	

Table 7: Do you know what is meant by the term SEBS?

Response:	Frequency
Yes	79
No	2
Not sure	1
N=82	

A filter question

Table 8: Have you heard of the five areas of the SEBS learning outcomes?

Response:	Frequency
Yes	61
No	7
Not sure	14
N=82	

A filter question

Table 9: Please give details of three ways in which you have incorporated the 5 areas of the SEBS learning outcomes in your teaching/ professional practice.

Response:	Frequency
Group work	14
Discussion of issues	11
Empathy	10
Social Skills	9
Motivation	8
No response	8
Evaluate own performance	7
Themed lessons	6
Managing feelings	6
Sharing key objectives with pupils	6
N=61	

More than one answer may be given. A filter question.

Table 10: Impact of SEBS pilot in school.

Response:	Frequency				
	Considerable impact	Some impact	Little Impact	No impact	No response
Pupil behaviour	13	47	16	4	2
Pupil attendance	7	29	38	5	3
Staff morale	2	42	27	9	2
Improved school atmosphere	10	44	19	7	2
Pupil emotional well-being	9	50	18	2	3
Staff emotional well-being	2	38	31	9	2
Teaching and learning	12	45	16	7	2
Development of SEBS in pupils	9	53	15	2	3
Development of SEBS in school staff	8	44	25	3	2

N=82

*A filter question***Table 11: Has there been whole-school implementation of the SEBS pilot in school?**

Response:	Frequency
Yes	47
No	15
Not sure	19
No response	1

N=82

A filter question

Table 12: Three key factors that are important in ensuring effective whole school roll-out of the SEBS programme?

Factors:	Frequency
Staff training	24
No response	19
Staff understanding the impact/ benefits	14
Raising pupil awareness (of how/ when SEBS being used)	13
Communication with/ information for staff	12
Whole school approach	12
Consistency	9
Clear policy/ guidelines	9
SMT/ SLT supportive of programme	7
Good quality resources/ materials	7
Staff support	6
Regular monitoring	6
N=82	

More than one answer may be given. A filter question

Table 13: Have you received any training and/ or support specifically in relation to the SEBS pilot?

Response:	Frequency
Yes	54
No	22
Not sure	2
No response	4
N=82	

A filter question

Table 14: To what extent has the training/ support received helped your understanding of the SEBS pilot?

Response:	Frequency
To a great extent	25
To some extent	28
No response	1
N=54	

More than one box may be ticked. A filter question

Table 15: To what extent has the training/ support received helped you implement the SEBS pilot in school?

Response:	Frequency
To a great extent	14
To some extent	35
Not at all	5
N=54	

More than one box may be ticked. A filter question

Table 16: What training and/ or support do schools need to help them understand and implement the SEBS programme?

Training/ support:	Frequency
No response	21
Models/ examples of good practice	11
INSET time to discuss new systems	8
Ongoing training	7
Model lesson plans/ ideas for integrating into lesson plans	6
Training/ support for new staff	5
More training/ support	4
Whole school approach	4
SEBS trainer for each department	3
Information given to pupils (as well as staff)	3
N=82	

More than one answer may be given. A filter question.

Table 17: Have you seen or used any of the SEBS materials?

Material:	Frequency
Yes	32
No	38
Not sure	11
No response	4
N=85	

Table 18: Which of the SEBS pilot materials have you seen or used?

Material:	Frequency
Teaching and learning materials	18
Handbook	13
Year 7 curriculum resource	8
Focus Group Guidance	9
Other	7
N=32	

More than one box may be ticked. A filter question

Table 19: Comments on the Year 7 curriculum resource

Comment:	Frequency
Resource detailed/ provided ideas	2
Resources needed considerable adaptation	2
Too difficult in parts	2
Like primary SEAL – ‘Feeling Photographs’	1
Learning to Learn	1
Circle Time as part of CSP	1
Target setting exercise	1
Full comments given to LA consultant	1
Don’t know what it is	1
Never received them	1
No response	22
N=32	

More than one answer may be given. A filter question

Table 20: Would schools find it helpful to have a curriculum resource available for Years 8 to 11?

Response:	Frequency
Yes	17
No	3
No response	12
N=32	

A filter question

Table 21: Comments on the Focus Group Guidance

Comment:	Frequency
Full comments given to LA consultant	1
Good to have guidance	1
Professional judgement used on whether to follow	1
Never seen it	2
Irrelevant	2
No response	26
N=32	
<i>A filter question</i>	

Table 22a Original teaching & learning materials

Response:	Frequency
Very helpful	1
Quite helpful	12
Neutral	3
Not very helpful	1
Not at all helpful	3
Not used	2
No response	10
N=32	
<i>A filter question</i>	

Table 22b Handbook for professional development

Response:	Frequency
Very helpful	1
Quite helpful	8
Neutral	2
Not very helpful	-
Not at all helpful	1
Not used	5
No response	15
N=32	
<i>A filter question</i>	

Table 22c Year 7 curriculum resource

Response:	Frequency
Very helpful	1
Quite helpful	6
Neutral	1
Not very helpful	-
Not at all helpful	-
Not used	9
No response	15
N=32	
<i>A filter question</i>	

Table 22d Focus Group Guidance

Response:	Frequency
Very helpful	1
Quite helpful	6
Neutral	2
Not very helpful	-
Not at all helpful	-
Not used	8
No response	15
N=32	
<i>A filter question</i>	

Table 23: Ways in which the materials could be improved

Response:	Frequency
More accessible/ readily available	4
Easier to understand for teachers/ pupils	3
Targeted materials for most needy pupils	2
More concise	2
More specific subject ideas	2
Lesson plans specific	2
Don't know/ not seen any	2
On line access	2
No response	14
N=32	

A filter question. More than one answer may be given.

Table 24: Have you used any other material to help you implement the SEBS pilot?

Response:	Frequency
Yes	18
No	47
Not sure	8
No response	9
N=82	

A filter question

Table 24a: Other.

Response:	Frequency
Created own	8
George Robinson – Restorative Justice Trainings	1
Incentive and purchased material	1
Cumbria writing group material	1
Extracts from articles	1
Ofsted reports	1
ECM agenda	1
Subject curriculum materials	1
Lesson plans with distinct SEBS activities	1
Originals and handbook	1
Cards and staff training	1
No response	3
N=18	

A filter question

Table 25

Extent of agreement with various statements about SEBS

Response:	Frequency					
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	No response
The teaching and learning of social, emotional and behavioural skills are fundamental to pupil achievement and attainment	43	39	2	-	-	1
School staff need to be confident about their own social, emotional and behavioural skills before they can actively teach pupils	51	27	5	-	-	2
The ethos of my school helps to promote the social, emotional and behavioural skills of pupils and staff	26	40	16	2	-	1
It is possible to find the time to teach social, emotional and behavioural skills in secondary schools	18	38	16	11	-	1
I feel supported in the role of developing social, emotional and behavioural skills in my school	13	31	28	9	3	1
I feel confident about developing pupils' social, emotional and behavioural skills	19	34	22	6	3	1
N=85						

Table 26. Please indicate the proportion of pupils in your school who conform to each of the following statements.

Response:	Frequency					
	Few pupils	Some pupils	About half of pupils	Most pupils	All pupils	No response
Self awareness						
Pupils value themselves as individuals	5	14	17	47	1	1
Pupils understand the links between how they think, feel and behave	5	21	21	35	2	1
Pupils can identify and label their own feelings	5	20	22	35	2	1
Managing feelings						
Pupils understand their feelings and manage their feelings appropriately	4	16	23	41	-	1
Pupils express their emotions clearly to others	7	17	31	29	-	1
Pupils use a range of strategies to manage their feelings	6	27	21	28	2	1
Motivation						
Pupils set themselves achievable goals and challenges	5	25	25	27	2	1
Pupils can monitor and evaluate their own performance	7	22	24	27	4	1
Pupils apply themselves to work during lesson time	1	12	17	51	2	2
Empathy						
Listening skills among pupils are good	4	24	28	28	-	1
Pupils respect and value the thoughts, feelings and opinions of others	6	17	25	35	1	1
Pupils understand the impact of issues such as bullying, prejudice and discrimination	5	7	17	50	4	1
Social skills						
Pupils communicate effectively with others and express their own thoughts and feelings	3	15	25	40	-	1
Pupils can build and sustain positive relationships	3	8	21	51	1	1
Pupils work well in groups	3	8	23	49	-	1
N=85						

Table 27. Please indicate the proportion of pupils in your school who conform to each of the following statements.

Response:	Frequency					
	Very few Pupils	Some pupils	About half of pupils	Most pupils	All pupils	No response
Behaviour						
Pupil behaviour in the classroom is	1	4	17	61	1	1
Pupil behaviour in the playground is	1	6	20	54	1	2
Pupils experience bullying in my school	23	53	5	3	-	1
Attendance						
Pupil attendance at school is good	1	4	1	76	2	1
Pupils arrive at school on time	1	2	2	78	1	1
Pupils arrive at lessons on time	1	2	2	73	6	1
Learning						
Pupils apply themselves to their school work	1	2	14	63	4	1
Pupils enjoy learning	1	4	17	59	3	1
Pupils are achieving to their full potential	1	14	27	42	-	1
Emotional well-						
Pupils feel good about themselves	1	8	21	54	-	1
Pupils feel happy about being in school	1	2	18	63	-	1
Pupils are resilient when faced with difficulties	2	8	24	47	2	2
N=85						

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